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ABSTRACT

In addition to an 11-page narrative, this final report contains materials from a model college/public service agency collaborative effort to develop an inservice, onsite, volunteer training program for Office of Environmental Affairs employees. These activities are described: task analysis to determine environmental/human service paraprofessional job tasks and responsibilities, employee self-assessment of job tasks and inservice needs, development of cluster competencies, design and development of 22 modules/instructional packages, production of instructor's manual, training of volunteer instructors, and implementation of instructional program that focused on communication and interpersonal aspects of an urban environmental health agency. Appendixes include (1) final report of task analysis with results and interview instrument, (2) final report of self-assessment with results and instrument, (3) skills matrix, (4) curriculum design, and (5) draft cluster competencies learning modules. (YLB)

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FINAL REPORT

C.F.D.A. NUMBER 13.557

SPECIAL COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM

FY '80 AND 90-DAY EXTENTION

TRAINING DEVELOPMENT PROGRAM
(TDP)
UNIVERSITY OF MASSACHUSETTS
COLLEGE OF PUBLIC AND COMMUNITY SERVICE
100 ARLINGTON STREET
BOSTON, MASSACHUSETTS, 02125

SUBMITTED: DECEMBER 26, 1980

CE 029 081

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ABSTRACT

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The Training Development Program was a pilot project designed to positively impact in three areas; the employability and career mobility of environmental health para-professionals; the effectiveness of human service agency delivery; and the pragmatic blend of theory and practice in college adult continuing education.

TDP was a collaborative effort between the University of Massachusetts/College of Public and Community Service and the Office of Environmental Affairs. The project was funded by Title I, Special Community Service and Continuing Education Program.

TDP utilized an adult, self-directed, competency-based approach. It developed an in-service, on-site, volunteer release-time training program for the employees of the Office Of Environmental Affairs. TDP focused on the communication (reading, writing, listening, speaking) and interpersonal (group dynamics, supervision, interactive) aspects of an urban environmental health agency. TDP created a training program where employees who increased their skills and knowledge through competency demonstration also improved their marketable skills for future employment, and upward career mobility. As each employee's skills and knowledge increased his/her work improved and it caused improved effectiveness of agency service delivery. Since TDP was a college/agency collaboration, it not only used

the college resources but acted as a proving ground for testing the pragmatism of a theory/practice framework which was used as a model of curriculum design for college curriculum revisions.

The work-relatedness of training was incorporated through employee input utilizing task analysis and self-assessment techniques and on-going discussions. The generic or transferable aspect of learned skills and knowledge to new contexts was insured through the integration of a five step, problem-solving, application process throughout the competency based curriculum: (1) define the task/problem; (2) gather the data; (3) organize the data; (4) communicate or apply the solution; and (5) assess your performance. This created an ascending spiral learning process rather than a cyclical one. For every new problem the learner faced, he/she could apply previously learned skills and knowledge along with the assessed knowledge of self behavior. This dialectical process created self-directed, critically analytical individuals and groups. The Training Development Program was not only a training program but a thinking program.

TABLE OF CONTENTS

LETTER OF TRANSMITTAL i
ABSTRACT ii
TABLE OF CONTENTS iv

PROGRAM NARRATIVE

1.0 OVERVIEW OF ACCOMPLISHMENTS 1
1.1 OPERATIONAL OBJECTIVES ATTAINED 3
1.2 INSTRUCTIONAL OBJECTIVES ATTAINED 4
1.3 PRODUCT OBJECTIVES ATTAINED 5
1.4 SUMMARY DISCUSSION OF ACCOMPLISHMENTS FY '80 AND EXTENTION 6

APPENDICES

APPENDIX A, STAFF RESUMES 12
APPENDIX B, RELEASE TIME MEMO 49
APPENDIX C, RECRUITMENT PROCEDURES 51
APPENDIX D, FINAL REGISTRATION LIST 60
APPENDIX E, LETTER OF AGREEMENT 63
APPENDIX F, NEW MODULE SAMPLE 66
APPENDIX G, WRITING ASSESSMENT PROTOTYPE 77
APPENDIX H, INTERVIEWING ASSESSMENT PROTOTYPE 91
APPENDIX I, INSTRUCTOR'S MANUAL 94

(Page numbering for Instructor's Manual is continuous within the Manual but not continuous with Final Report)

PROGRAM NARRATIVE

PROGRAM NARRATIVE

1.0 OVERVIEW OF ACCOMPLISHMENTS

The primary task for FY'80 and the 90-day extention was to capitalize upon a proposal well conceived within the philosophy of competency based, adult continuing education, and render it a reality within the constraints of the workplace. This necessitated an eight-pronged approach to planning and implementation. First, an experienced, and committed staff had to be recruited and organized (See Appendix A, Staff Resumes, Page 12). Second, the issue of collaboration between the academic institution (University of Massachusetts, U./Mass) and the host agency (Office of Environmental Affairs, OEA), had to be negotiated and tailored to meet the needs of both, and therefore lay the foundation for the development of the in-service training project. By joint consensus, this project has been titled the Training Development Program (TDP). On-going communication and regularly scheduled progress report presentations, in conjunction with flexible meeting times for troubleshooting have been viewed as the best possible means of assuring effective communication. Third, it has been imperative to establish rapport, and an atmosphere of shared purpose and expectations with all OEA employees. The design for the TDP Program and its curriculum could not have been developed or implemented without extensive employee input and backing. Moreover, it is the OEA employee, the environmental/human service paraprofessional for whom the program services are intended. Four, information gathered from each OEA employee concerning job tasks and responsibilities, agency policy and procedure, and employee communication and interpersonal skill needs served at the framework for the design of a practical and substantive curriculum and instructional program. Five, even within this initial year, the viability of continuance of in-service training has been viewed as a priority. In keeping with this concern an intensive and thorough volunteer instructor's training course has been instituted. The instructor training program was continued during the 90-day extention period. An instructor's manual which documents all the relevant TDP work was developed to insure continuance of teacher training. (Appendix _I_, Instructor's Manual, Page _94_).

Also during the extension period three other objectives were outlined and attained. The sixth objective was to recruit 60% of the OEA staff as employee/students within the TDP instructional program. In order to accomplish the above, a seventh objective was developed which was to develop an instructional program which taught to TDP competencies. A part-time instructioal staff had to be recruited and trained to accomplish this. The eighth objective was to negotiate a process of transfersbility to college credit, whereby OEA employees who demonstrate competence in the TDP instructional program can receive college credit from U. Mass/CPCS.

The following gives a chronological, capsule itemization of the specific operational, instructional, and product objectives implemented November 1, 1979 through December 26, 1980.

1.1 OPERATIONAL OBJECTIVES ATTAINED

A. Negotiated and developed a workplan and schedule of accomplishments based on the projected goals of the proposal and college/agency needs.

B. Recruited full-time, part-time and consultant staff with academic background and experience in competency-based education, as well as an interest in working with the target population.

C. Developed an effective system of record keeping to:

1. provide a time frame and documentation for the accomplishment of yearly projection;
2. provide adequate documentation of employee/student participation in communication skills, interpersonal skills, and volunteer instructor training;
3. provide complete and accurate research data collection and documentation;
4. monitor effective utilization of funds.

D. Established a means of evaluating the program, participants, and staff which is both formative and summative in approach.

E. Researched, procured, and developed a well-rounded and varied supply of communications and interpersonal skills materials, which are adult in interest, competency-based in format, and self-directed in method.

F. Actively recruited and negotiated 6 hours per week of release time for 16 agency volunteer instructor for the summer period.

G. Attained and set-up a work/training environment including two offices, a conference room, an agency classroom, and classrooms within hospital facilities.

*H. Negotiated 3 hours of release time for all OEA to voluntary enroll in TDP courses. Volunteer instructors received 6 hours of release time on alternate weeks in order to take TDP courses and continue in instructor training. CETA employees were granted permission to use their 10 hours of release within the TDP instructional program. OEA employees who currently received 3 hours of release time for CPCS based courses were granted another 3 hours for TDP courses, plus instructor training time. Thereby, a CPCS student who was also a Volunteer Instructor received 6 hours of release time weekly with 9 hours of release time on alternate weeks. (Appendix B, ~~Release time~~ memo, Page 49.)

*I. Developed an agency wide recruitment process (Appendix C, Recruitment Procedures Page 51).

*J. Actively recruited forty-one (41) OEA employees into TDP courses or 63% of the staff. Thirty-eight participants finished the instructional program. Two participants left for time conflicts and one left the agency. Thereby, 58% of the OEA staff were maintained in the training program. From the time of final registration to course completion there was a drop-out rate of 8%. (Appendix D, Registration List, Page 60).

*K. Recruited, hired and trained two (2) part-time instructors and one (1) full time agency coordinator to teach a variety of interpersonal and communication courses.

*L. Continued refinement of curriculum and program design including competency and module revisions, original competencies and modules.

*M. Negotiated and established a mechanism of transferability of TDP competencies to U. Mass. CPCS competencies for college crediting. This prototype mechanism can be used for further negotiations with U. Mass/CPCS career centers. (Appendix E, Letter of Agreement, Page 63).

*N. Recruited part-time consultant staff to develop pre-post assessment pieces which will be proto-types for further assessment instrument development.

*O. Procured and organized a resource library for volunteer instructor use in the planning, developing and teaching of courses.

1.2 INSTRUCTIONAL OBJECTIVES ATTAINED

A. Established an overall framework of work-related skill objectives in the areas of communication, interpersonal, and volunteer instructor training skills.

B. Established a means of including variety and innovation in the curriculum, and provided volunteer instructors with the experience of developing competency-based curricula.

C. Established a volunteer instructor training schedule of six hours per week, from June 19-August 15, 1980.

D. Established a process of initial and on-going self-assessment to facilitate:

1. academic support and motivations;
2. determination of student interests, needs, and values;
3. determination of employee/student short term and long range goals;
4. transference of achieved competence with respect to job mobility within the work environment and/or the receipt of college credit at U/Mass, Boston.

*E. Established a TDP course shedule which included two (2) sections of job-related writing (writing for internal and external agency use), one (1) section of Supervisory

Leadership.one (1) section of Interviewing Skills. Each section ran for three (3) hours per week from Oct. 14, 1980-December 12, 1980.

*F. Continued Voulunteer Instructor Training Workshop for three (3) hours on alternate week from oct. 14, 1980 - December 23, 1980.

*G. Established a class structure and schedule which incorporates the principles of competency-based, adult education at the workplace allowing for:

1. an appropriate climate or adult learning;
2. formulation of learning objectives and activities based on self-assessment;
3. continuous student progression in self-directd manner;
4. consistency of instructor to employee/student contact to facilitate rapport and attainment of competence in job-related skills;
5. maximum and convenient training-session time given schedule of agency service delivery;
6. individualization and small group activity;
7. employee-to-employee learning and support;

*H. Implemented instructional program which offered a variety of courses based on priority needs determined through Self-Assessment process.

1.3 PRODUCT OBJECTIVES ATTAINED

A. Developed and implemented a Task Analysis procedure to delineate all employee job-tasks and responsibilities (See Appendix I[0], Instructor's Manual, Appendix A & B, Page 64).

B. Developed and implemented a Self-Assessment procedure to determine employee and agency needs and interests (See Appendix I[0], Instructors Manual, Appendix D, Page 70).

C. Developed an innovative curriculum design process of five generic capabilities which embody a cyclical approach to the learning/work experience as a transferable process for thought, organization, and problem solving. (See Appendix I[0], Instructor's Manual, Appendix E, Page 119).

D. Developed and documented the relationship of job tasks and their inherent communication and interpersonal skills within a Skill Matrix (See Appendix I[0], Instructor's Manual, Appendix D, Page 112)

E. Developed 42 Cluster Competencies based on the Task Analysis and Skills Matrix data (See Appendix I[0], Instructor's Manual, Appendix E, Page 119).

F. Developed a module design to be used as prototype format for instructional packaging. (See Appendix I[0] Instructor's Manual, Appendix F, Page 198).

[0] See Appendix I, Instructor's Manual, Page 94.

G. Developed 18 modules or instructional packages which meet the standards and criteria of the respective competencies. (See Appendix I[∅] Instructors Manual, Appendix G, Page 224 and Appendix H, Page 251).

*H. Developed 4 new modules during continuation period. Letter writing, Supervisory Leadership and Interviewing, Environmental Health Careers, and revised others. (See Appendix F, New Modules Sample, Page 66.

*I. Developed prototype assessment piece for writing courses using Primary Trait Analysis technique to obtain diagnostic and acheivement data and Semantic Differential Technique for Observer Rating Scale. (See Appendix G, Writing Assessment Prototype, Page 77).

*J. Developed prototype assessment piece for Interviewing Course (See Appendix H, Interviewing Assessment Prototype, Page 91).

*K. Researched, wrote and gathered materials to produce an Instructor's Manual. (See Appendix I[∅], Instructor's Manual Page 94).

*L. Developed 4 Certificates of accomplishment for OEA employees who participate in TDP training. (See Appendix I[∅] Instructors Manual, Appendix V, Page 452)

* Objective Attained during 90-day Extension Period.

1.4 SUMMARY DISCUSSION OF ACCOMPLISHMENTS, FY'80 AND EXTENSION

During the initial year of the project the TDP staff produced high quality and sophisticated work within a collapsed and strict time schedule. TDP staff worked extensively with both agency and college personnel to collect and assess the detailed data crucial to the conception of program format and curriculum design. OEA staff were intergrated within the developmental process quickly and effectively via all-staff orientation sessions, communiques, and administrative staff meetings. TDP's focus was on the step-by-step development of OEA's In-Service Training Program. Individual employee input and cooperation was gained through 3-5 hour interviews during the Task Analysis and Self-Assessment Phases. These interviews generated information concerning every aspect of employee and agency tasks, responsibilities, needs, and interests. Moreover, this one-to-one contact with OEA employees proved invaluable in obtaining their commitment to and interest in TDP. This contact also set the stage for developing the trust and communication necessary to a successful learning environment. Thie support of the entire staff is evidenced in the large voluntary enrollment in TDP courses (63%) drawn from

[∅] See Appendix I, Instructor's Manual, Page 94.

administrative and line staff. OEA employee cooperation was demonstrated in their willingness to work with TDP staff in data gathering, information sharing, recruiting, course planning and granting of release time. Also, OEA's commitment to maintain and continue a training program without the federal contribution of funding is evidence of both the support for and impact of TDP within OEA.

Indeed, this year was an incredibly innovative and exacting experience for all. The baseline goal of lending a logic and practicality to the competency-based format for utilization within the work place was a challenge. Pooling the expertise of TDP staff, U/Mass faculty, and Consultants in a well-organized effort, produced the best possible progression from philosophy to applied process and technique. Unlike the development of traditional educational programming, the TDP curriculum was grounded in a thorough analysis of information gathered from Task Analysis and Self-Assessment. The content of the instructional program was derived from the Task Analysis. The priority of curriculum development and the parameters of the instructional program were derived from the Self-Assessment. Therefore, what TDP focused on in the first phases of development was:

1. As an employee; what do you do?
2. How well do you feel you do it?

Through examination of all agency job descriptions procedural manuals, and organizational charts, interview questionnaires were developed for each job title. These consisted of 50-80 job specific questions, and an additional 10-20 general questions.

The Self-Assessment instrument was designed to confirm the Task Analysis and to initiate an on-going self-evaluation of competence in current and future job responsibilities. Each employee: (1) verified his/her individual job profile; (2) judged the relative importance and time expenditure of his/her job responsibilities; (3) noted their task/skill strengths and weaknesses; and (4) prioritized their perceived skill needs with respect to relative importance of their job responsibilities. In addition, data derived from the Self-Assessment lead to the development of a Skills Matrix which was constantly referred to for appropriate integration of all reading, writing, listening, speaking, and interpersonal skills within the curriculum.

Furthermore, in order to assure the transference of skills and knowledge learned through the TDP instructional program, curriculum development was propagated by a cyclical learning and problem solving process embodied in five generic capabilities. The following Generic Capabilities of:

1. Definition of purpose
2. Collection of data
3. Organization of data
4. Communication and/or application of data
5. Assessment of performance

are basic to the transference foundation of each competency and instructional module.

Indeed, the curriculum development process which was founded upon:

1. extensive data collection from OEA employees
2. considerable research in competency-based, adult education
3. careful delineation of all inherent communications, and interpersonal skills.

culminated in the documented development of a comprehensive, relevant, and transferable adult training program.

By mid April, 1980, TDP was ready to proceed with the implementation of the instructional program. Unfortunately, Federal budget recisions resulting in the probability of no continuation funding, necessitated a change in implementation strategy. Through college/agency negotiations, it was decided that the best alternative plan of action would be to:

1. train voulunteer instructors from within OEA (originally scheduled for September, 1980-April, 1981).
2. proceed with the completion and refinement of training units (originally shceduled for May, 1980-April, 1981).
3. further dissemination activities via presentation of program to the United Kingdom Reading Association, July, 1980, England; and continued correspondence and sharing of documentation with Dr. Derk Schroeder, Director of Adult Continuing Education, University of Bremen, West Germany.

The above was continued until Mid-August when it became clear that continuation funding was impossible. At that point, a new contingency plan was developed. A 90-day, no-cost Extension was applied for and granted. For the period between October 1, 1980-December 26, 1980, four objectives were stated:

I. Program Recruitment
II. Instructional Program
III. Training Practicum
IV. Transferability to College Credit

TDP engaged itself in an intensive implementation process. It offered a shorter, less extensive implementation period than originally planned in the two and a half year project, but one that was high quality and substantive.

The original Program Director, Sandra Page, left and the Program Coordinator/Curriculum Specialist, Susan Ennis became the Program Director. She maintained her Curriculum Specialist duties. In the original work plan an 80% time Human Service Specialist was noted. However, it became evident that if these funds were split into a range of part-time Instructor and Consultant positions, the money could be used more productively. Also the collaborating agency, OEA, provided a full-time Training Coordinator from its own budget to work with TDP on instructional and agency-administrative tasks. Eventually, the 80% time slot was broken down into: one instructor for Supervisory Leadership; one instructor for two sections of Job-Related Writing (Writing For Internal and External Agency Use); one Consultant to develop and evaluate a writing assessment prototype; one Consultant to devleop and evaluate an Interviewing Assessment Prototype ; one Graphic Artist; and continued services of the Outside Evaluator at a reduced rate. The half-time secretary was maintained. Reproduction costs were increased along with the procurement of instructional and resource materials. This was done to in order to leave with OEA and its trained instructors a resource library of relevant materials.

Effective recruitment procedures were developed and implemented by the Program Director and Agency Training Coordinator. The Program Director had an on-going responsibility of recruiting, hiring, and training the part-time staff and agency coordinator. The Program Director continued the refinement of curriculum and instructional materials as well as supervised participating staff's newly developed and revised materials.

The Instructional Program was implemented with offerings from both the Communication and Interpersonal Curriculum areas. The Training of the Volunteer Instructors was continued under the Program Director. Training practicums did not take place due to lack of time and expertise on part of the Volunteer Instructors. Their training continued and they will begin "student teaching" in January '81 under the auspices of OEA. Although TDP participants expressed the desire for further instructional implementation they were widely satisfied with the training program and felt that a strong program had been offered within the exigencies of the situation.

In-service training will be continued through OEA's direction and the Volunteer Instructors trained by TDP will be crucial factor in this. To further this process an Instructor's Manual was developed by the Program Director (Appendix I, Instructor's Manual Page 94).

The transferability to college credit mechanism was established by the Program Director through negotiations with Center Heads at U.Mass/CPCS. These negotiations included analysis and comparison of TDP and CPCS competencies, developing varying methods of evaluation and crediting, negotiating an agreement letter, meeting with U. Mass faculty, attaining acceptance of agreement letters from center faculty and drawing up the final letters. (See Appendix E, Letter of Agreement, Page 63). The model has been developed and the mechanism is in place. Further negotiations can now continue using these prototype formats.

Another impact that TDP had upon OEA which was never defined as an objective was TDP staff's role as editor/instructor within the agency. OEA personnel who were not able to enroll in courses often came to TDP staff for informal evaluation, editing, and instruction of their written work. Line and administrative personnel viewed TDP's Program Director and Program Coordinator/Curriculum Specialist as resources. These informal sessions positively effected the quality of inter and intra-agency written materials. TDP also impacted U. Mass/CPCS. In competency and curriculum revision committees at U.Mass/CPCS, TDP materials have been presented as possible alternatives and models for curriculum design.

Although TDP existed for only 13 months, it was an extremely productive and powerful program. TDP generated and catalyzed a number of ideas and models which will be indirectly disseminated by its participants and staff. It was an exciting and challenging thirteen months drawing upon the resources of and creating an impact on a wide range of people.

APPENDICES

APPENDIX A

Staff Resumes

Co-Principal Investigator - Barbara M. Buchanan
Co-Principal Investigator - Debora C. Sherman

Program Director - Sandra Page
Program Coordinator - Susan A. Ennis

Human Service Specialist - Iris V. Conception
Human Service Specialist - Virginia Burns

Outside Evaluator - Lisanio R. Orlandi
Research Assistant - John J. Bak

APPENDIX B

Task Analysis

FINAL REPORT
OF
TASK ANALYSIS
PHASE I

Training Development Program
University of Massachusetts/
College of Public and Community Service
Boston Environmental Health Improvement Program *

Rochelle G. Lefkowitz, M. Ed.
Task Analysis Specialist
January 4, 1980

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*As of March 31, 1980, BEHIP was reorganized as Office of Environmental Affairs (O.E.A.)

Appendix B

1.0 Purpose. A task analysis is a process designed to identify, clarify, and develop a common understanding of the organizational roles and expectations of an agency.

The task analysis contained in this report has, as I see it, five major goals.

First, it was designed to delineate, in detail, exactly what tasks are involved in doing each of 39 jobs at BEHIP, as seen by the people who actually do those jobs. Job descriptions and work plans (see section 2.1) exist for most of those positions. But for the purpose of clarifiying those -- and eventually rewriting the job descriptions, and designing job-related training modules, more up-to-date, and detailed information was needed.

Second, The task analysis was administered for the purpose of designing training modules that could be used with groups of staff. It was important to design an instrument that would reveal clusters of communications and interpersonal skills that could be taught to individuals and groups, and to facilitate curriculum development.

Third, the task analysis offered the staff of the Training Development Project and the BEHIP staff the opportunity to get to know one another. The interviews were intended to establish trust, respect and understanding that will be the foundation for all project training efforts.

Fourth, within BEHIP, as in most human service delivery programs, there are frustrations that grow out of the different perceptions that managers and workers have of their jobs. Job descriptions and project manuals, often the only documented source of what jobs involve, are by nature prescriptive. That is, they indicate what should be involved in giving job, as seen by the author of the job description or manual. A task analysis, however, is descriptive in nature. The results should help pinpoint some of the discrepant views of people's duties that may be contributing to organizational tensions.

Finally, the task analysis was to lay the ground work for the next phase of the project -- self-assessment. You cannot begin to uncover what someone needs to do better in order to meet program goals, if you don't know what they do.

Besides noting the goals of the task analysis, it is useful to consider who will read it. There are, as I saw it, three distinct groups of people who are the intended audience for this piece of work.

The primary audience is the OEA program staff. This includes several sub-groups. First, those staff members interviewed had the chance to experience the task analysis as a way to articulate what they do, and to begin thinking differently about their work. That is a step towards the more highly-charged, qualitative self-assessments that will be required during the next phase of the project. The results of the task analysis interviews (See Matrix) will also be available to the BEHIP program, with strict adherence to confidentiality, for rewriting job descriptions, or rethinking the duties and/or prerequisites for the jobs analyzed. Data from the task analysis could also be used to address organizational issues outside the limits of the training project, but only while preserving the confidentiality mentioned above.

The second audience is, of course, the U. Mass. training project staff. The task analysis offers a breakdown of exactly what people do at BEHIP, and what skills that involves. This data should be supplemented by referring to the written job descriptions and project manuals.

The third potential audience for the task analysis is outside both the agency and training project staff. It could include both funding sources, and other organizations interested in the project's inservic training model. Excerpts of the task analysis (again, strictly preserving the subjects' confidentiality) could help paint a picture of BEHIP that might aid the program in securing funds or replicating the project.

2.0 Procedures. To design the individualized task analysis questionnaires I used the following BEHIP materials, supplied by Project Director, Sandra Page.

(1) Documentation Green Book
(2) Environmental Black Book
(3) Community Health Red Book
(4) Medical Follow-Up Blue Book
(5) 1980 BEHIP Funding Application
(6) Citizen Participation Work Plan
(7) Organizational Charts: 10/79 - 11/79
(8) Job Descriptions

I also consulted in three (3) sessions with Project Director, Sandra Page, Project Coordinator, Susan Ennis and Research Assistant, John Bak.

2.1 Instrument Design. Working mostly from the job description, I tailored each individual questionnaire to stimulate the person being inte viewed to describe, in detail, the tasks their job involve. Each instrument included the same, two-page set of open-ended, general questions (see Appendix). My own preference is to structure interviews based on this type question (e.g. Describe what your did yesterday, between 2-3 pm.) and pursue, in detail a more specific line of questioning (e.g. Do you type memos? How often) for people who are to vague or general in their responses. However, there were three interviewers and in the interest of standardizing the data, and prompting the more detailed responses we wanted, I designed idiosyncratic forms, with an average of approximately eighty (80) questions in each. (see Appendix).

Most of the instruments grouped questions into cluster of related skills (e.g. writing, supervision, training, record keeping). Within these categories, I included questions that would prompt explanations that could reveal to the interviewer what level skill a given job required. For example, I would ask what sort of writing a given job demanded -- reports, memos, full-in the blank forms, grant, proposals, letters to clients

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I would encourage the training project staff to consult the project manuals, sample procedures and fourms for a clarification of the task outlined in those documents as perceived by the BEHIP manageria staff, medical records, minutes of meetings and others.

2.2 Interviews. I did not administer any of the questionnaires. Original plans for a pilot interview had to be changed due to project time constraints. The 58 interviews conductd, which averaged 3/4 hr- 1 hr. (as I understand it), were conducted from December 11, 1979 - December 28, 1979 by the three TDP staff members as follows:

Sandra Page	18
Susan Ennis	18
John Bak	20
Not interviewed.	2
Total	58

(see questionnaires for specific dates and interviewers).

Although most interviews were conducted on a one-to-one basis, time constraints and staff holiday season schedules caused TDP staff to reluctantly decide to administer some group interviews. (see Appendix). Responses were recorded during the interviews on the questionnaires themselves. Each contained a cover sheet, which indicates the name of the interviewer, signature of the respondent, date of the interview and a brief introduction, that explains the purpose of the interview and includes the guarantee of confidentiality prearranged by BEHIP, Executive Director, Ronald Jones, and TDP project staff. This was done to encourage accurate and complete response and shall be strictly adhered to in the use of the data. (see Appendix for sample cover page). To do otherwise would seriously jeopardize the trust established between the TDP and BEHIP staff, undermine its short or long term effectiveness, as well as directly violate the spirit of the funding agreement between the University of U. Mass, BEHIP and HEW. This would ultimately lead to the failure of the training project.

For many BEHIP staff, holiday vacations and on-site commitments made frequent rescheduling of interviews necessary. On the whole, when the interviews did take place, they were described as extrememly useful, and the staff as a whole was characterized as dedicated and committed to their work and the project goals.

2.3 JOB CLASSIFICATION DEFINITIONS

Data collected on OEA employee responsibilities, as well as, organizational structure, indicated the six broad job categories defined and outlined in the Job Classification section. These job categories provided a means of determining homogeneous groupings of employees during the Self-Assessment process, and projecting "like" skill needs in the preparation of instructional modules.

I. Administrative Staff -- Employees who have policy-making power and overall supervisory responsibility.

II. Middle Management Staff -- Employees who oversee direct service functions including:

  a. direct supervision of line staff
  b. corrdination of direct services
  c. input to administrative staff concerning service delivery
  d. communication to and from adminstrative and line staff concerning organizational and service issues.

III. Middle Management/Line Staff -- Employees who perform service and production work, as well as, selective middle management functions.

VI. Supervisory/Line Staff -- employees who perform service and production work, as well as, maintaining direct supervisory responsibilities.

V. Line Staff -- Employees who perform direct service and production work.

VI. Technical Staff -- Employees with academic/technical training responsible for specialized, technical work.

2.4 ORGANIZATIONAL ROSTER

Boston Environmental Health Improvement Program, (BEHIP), Organizational Roster, as of January 4, 1980. (The following staff were interviewed for the task analysis of the University of Massachusetts Training Development Program, between 12/11/79 - 12/28/79).

(See Following)

3.0 Findings

All data collected was analyzed and a matrix of job titles and job tasks was developed. (See Attached Matrix)

Appendix B

ORGANIZATIONAL ROSTER
BY
JOB CLASSIFICATION

NUMBER OF EMPLOYEES	JOB TITLES
	I. Administrative Staff
1	-Executive Director
1	-Administrative Coordinator, Lead
1	-Administrative Coordinator, Rodent
1	-Planning and Health Education Coordinator
	II. Middle Management Staff
1	-Medical Follow-Up Deputy Coordinator (Lead)
1	-Community Health Aide Coordinator
1	-Environmental Control Coordinator
1	-Environmental Follow-Up Coordinator
1	-Assistant Administrative Coordinator Documentation/Code Enforcement Coordinator
1	-Finance Assistant
	III. Middle Management/Line Staff
1	-Medical Follow-Up Assistant Coordinator
1	-Health Aide Deputy Coordinator
1	-Health Liaison Coordinator
1	-Environmental Follow-Up Deputy Coordinator
1	-Office Manager
1	-Executive Secretary
1	-Technical Consultant
1	-Inside Specialist
	IV. Supervisory/Line Staff
1	-Inspection Unit Coordinator
1	-Statistical Unit Coordinator
1	-Senior Environmental Investigator
1	-Code Enforcement Supervisor
1	-Documentation Supervisor
1	-Deleading Coordinator
2	-Deleading Foreman
1	-Environmental Specialist Supervisor
1	-Harborage Removal Crew Chief
1	-YES Supervisor
2	-Community Health Aide Supervisor
	V. Line Staff
1	-Secretary
1	-Secretary U/Mass-BEHIP
1	-Assistant Finance Assistant
1	-Code Enforcer
2	-Medical Follow-Up Specialist
2	-Documentation Clerk
1	-Title Searcher
4	-Community Health Aide
1	-Community Organizer/CHA
4	-Environmental Specialist/Baiter
5	-Environmental Specialist/Harborage Rem.
	VI. Technical Staff
2	-Lead Nurse
2	-Lead Laboratory Technician
1	-Lead Laboratory Technician Supervisor
1	-Graphic Arts Specialist

TOTAL 58

BOSTON ENVIRONMENTAL HEALTH IMPROVEMENT PROGRAM

TASK ANALYSIS

GENERIC CLUSTERS
AND
SPECIFIC TASKS

JOB TITLES

- Executive Director
- Administrative Coordinator-Lead
- Administrative Coordinator-Rodent
- Planning and Health Education Coordinator
- Medical Follow-up Deputy Coordinator
- Medical Follow-Up Assistant Coordinator
- Health Aide Deputy Coordinator
- Health Liaison Coordinator
- Environmental Follow-up Coordinator
- Environmental Follow-up Deputy Coordinator
- Inspection Unit Coordinator
- Statistical Unit Coordinator
- Senior Environmental Investigator
- Community Health Aide Coordinator
- Environmental Control Coordinator
- Office Manager
- Executive Secretary
- Secretary
- Secretary U.Mass/B.E.H.I.P.
- Assistant Finance Assistant
- Lead Nurses
- Finance Assistant
- Lead Lab Technician Supervisor
- Lead Lab Technicians
- Code Enforcement Supervisor
- Code Enforcer
- Medical Follow-up Specialists
- Y.E.S. Supervisor
- Documentation Supervisor
- Documentation Clerks
- Title Searcher
- Community Health Aide Supervisor
- Community Health Aide
- Community Organizer
- Deleading Coordinator
- Deleading Foremen
- Environmental Specialist Supervisor
- Environmental Specialist baiter
- Environmental Specialist Harborage Remover
- Inside Specialist
- Technical Consultant
- Administrative Assistant Coordinator
- Health Inspector
- Harbourage Removal Crewchief

GENERIC CLUSTERS AND SPECIFIC TASKS	
I.RECORD KEEPING	
A.Daily reports/logs	34
B.Check-off forms	29
C.Fill-in-blank	35
D.Short commentary forms	27
E.Phone messages	31
F.Personal/Record keeping	31
G.Filing	34
H.Requisitions	17
I.Inventories	15
J.Weekly reports	28
K.Travel records	31
L.Minutes	14
M.Medical Records	8
N.Scheduling	25
O.Inidividual Attendance	44
P.Organizational Attendance	21
Q.Note Premise and lot changes	13
R.Update A maps	9
S.Statistical Compilation	30
II.COMMUNICATIONS WRITTEN/ORAL	
A.Form letters/Literature	
1.Internal	16
2.Community Individuals	36
3.Other agencies	26
B.Drafted letters	
1.Internal	17
2.Comm Ind.	15
3.Other Agencies	21
C.Memos	23
D.Phone usage	
1.Internal	24
2.To/from community Ind.	30

II. COMMUNICATIONS - WRITTEN/ORAL	
A. Form letters/Literature	
1. Internal	16
2. Community Individuals	30
3. Other agencies	26
B. Drafted letters	
1. Internal	17
2. Comm Ind.	15
3. Other Agencies	21
C. Memos	22
D. Phone usage	
1. Internal	24
2. To/from community Ind.	30
3. To/from other agencies	31
E. Translation	
1. Written	7
2. Oral	11
F. Oral presentations	25
G. Staff meetings	
1. Chairing	22
2. Participating	38
3. Notetaking	31
H. Problem reports	23
I. Emergency reports	18
J. Quarterly reports	21
K. Annual reports	17
L. General reports	25
M. Proposal writing	13
N. Publications (brochure fliers)	9
O. Committee Meeting	
1. planning	17
2. research	16
3. participation	30
4. documentation	15
III. INTERPERSONAL RELATIONS	
A. Co-Worker/Co-Worker	
1. Shares space	22
2. Shares responsibility	41
3. Shares equipment	33
4. Shares information	43
5. Supportive of co	45

BOSTON
ENVIRONMENTAL
HEALTH
IMPROVEMENT
PROGRAM

ANALYSIS

ISTERS

SKS

JOB TITLES

	Executive Director	Administrative Coordinator-Lead	Administrative Coordinator-Rodent	Planning and Health Education Coordinator	Medical Follow-up Deputy Coordinator	Medical Follow-Up Assistant Coordinator	Health Aide Deputy Coordinator	Health Liaison Coordinator	Environmental Follow-up Coordinator	Environmental Follow-up Deputy Coordinator	Inspection Unit Coordinator	Statistical Unit Coordinator	Senior Environmental Investigator	Community Health Aide Coordinator	Environmental Control Coordinator	Office Manager	Executive Secretary	Secretary	Secretary U.Mass/B.E.H.I.P.	Assistant Finance A	Lead Nurses	Finance Assistant	Lead Lab Technician Supervisor	Lead Lab Technicians	Code Enforcement Supervisor	Code Enforcer	Medical Follow-up Specialists	T.E.S. Supervisor	Documentation Supervisor	Documentation Clerks	Title Searcher	Community Health Aide Supervisor	Community Health Aide	Community Organizer	Deleading Coordinator	Deleading Foremen	Environmental Specialist Supervisor	Environmental Specialist baiter	Environmental Specialist Harborage Remover	Inside Specialist	Technical Consultant	Administrative Assistant Coordinator	Health Inspector	Harbourage Removal Crewchief.	
	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X			X	X	X		X			*	X			X			X	X	X			X		X	X		29
ament	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	40
	X	X	X	X	X	X	X		X	X	X			X	X	X									X			X	X			X			X	X	X			X			X	X	23
	X	X	X	X	X	X	X		X	X	X			X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	39
	X	X	X	X	X	X	X		X	X	X		X	X	X	X		X				X			X			X	X			X			X	X	X		X	X		X	X	X	28
dinates	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X		X	X	X		X			X	X			X	X				X		X	X		X		X	30
visor	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X			X	X	X	X	X	X		X	39
with supervisor	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X		X	40
with subordinates	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X		X	X	X		X			X	X			X	X		X	X	X			X			X	X	31
worker																																													
						X														X	X						X		X	X		X	X	X					*	X				X	12
ty	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X					X		X	X		X	X	X			X			X			X		29
	X				X	X				X			[illegible]	[illegible]	[illegible]	[illegible]		X	X	X	X	X					X		X	X		X	X				X	X	X	X				X	23
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X		X	X	X		X	X	40
kers	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X			X	X	X	X			X	X	37
al activities	X	X														X	X		X					X																		X			7
idents																																													
	X	X	X^2	X^3		X	X		X	X	X	X	X	X	X		X				X		X				X					X	X	X	X	X	X	X	X				X	X	27
	X	X	X^6	X			X		X	X	X	X		X	X						X		X									X	X	X									X		17
Individuals	X	X	X	*					X	X	X	X	X								X				X	X						X	X										X		15
for compliance	X	*	X^3				X		X	X	X	X	X	*							X				X	X	X					X	X									X	X		18
	X	X	X	X			X		X	X	X		X	X	X	X		X			X		X		X	X	X					X	X	X			*		X			X	X	X	26
																											X																		
	X	X	X^2	X^3		X	*		X	X	X		X								X	X			X	X						*	*						X			X			18
	X	X^2	X^3	X					X	X	X											X										X											X		10
	X	X	X	*			*		X	X	X			X	X		X	X		X	X			X			X		X	X		X	X	X					X			X			23
	X	X	X	X	X			X	X	X	X	X	X	X	X	X		X		X	X	X	X		X	X	X	X			X	X	*							X		X	X	X	30
	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X						X		X	X	X	32
	X	X	*	X			X		X	X		X	X	X	X					X	X						X			X	X		X										X	X	19
	X	X	X	X		X	*	X	X	X	X			X							X						X					X	X	X							X	X		X	19
system	X	X	X	X	X			X	X	X			X			X	X				X	X								X			X							X		X		X	18
n	X	X	X	X				X								X	X					X											X							X				X	11
cts in system	X	X	X	X				X	X	X						X	X				X	X											X							X				X	14
ip seminars	X	X	X	X			X	X	X	X	X			X	X						X											X		X					X	X		X		X	18
ns	X	X	X	X			X			X	X			X	X						X													X							X				12
	X	X	X	X				X	X	X	X				X					X		X			X								X								X		X	X	16
	X	X	X	X																X		X																							

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	10

BOSTON
ENVIRONMENTAL
HEALTH
IMPROVEMENT
PROGRAM

TASK ANALYSIS

JOB TITLES

GENERIC CLUSTERS AND SPECIFIC TASKS

GENERIC CLUSTERS AND SPECIFIC TASKS	Executive Director	Administrative Coordinator-Lead	Administrative Coordinator-Rodent	Planning and Health Education Coordinator	Medical Follow-up Deputy Coordinator	Medical Follow-Up Assistant Coordinator	Health Aide Deputy Coordinator	Health Liaison Coordinator	Environmental Follow-up Coordinator	Environmental Follow-up Deputy Coordinator	Inspection Unit Coordinator	Statistical Unit Coordinator	Senior Environmental Investigator	Community Health Aide Coordinator	Environmental Control Coordinator	Office Manager	Executive Secretary	Secretary	Secretary U.Mass/B.E.H.I.P.	Assistant Finance Assistant	Lead Nurses	Finance Assistant	Lead Lab Technician Supervisor	Lead Lab Technicians	Code Enforcement Supervisor	Code Enforcer	Medical Follow-up Specialists	V.E.S. Supervisor	Documentation Supervisor	Documentation Clerks	Title Searcher	Community Health Aide Supervisor	Community Health Aide	Community Organizer	Deleading Coordinator	Deleading Foremen	Environmental Specialist Supervisor	Environmental Specialist baiter	Environmental Specialist Harburage Remover	Inside Specialist	Technical Consultant	Administrative Assistant Coordinator	Health Inspector	Harbourage Removal Crewchief	
E.Group leadership	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X						X	X	X								X			X	X	X		X			X	X	X	26
F.Decision-making	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X			X	X	X	X	X	X				X	X		X		X					X	X		X	X	X	31
G.Brainstorming	X	X	X	X			X	X	X	X	X			X	X	X	X				X	X	X	X						✱		X		X			X		X	X		X		X	25
H.Policy-setting	X	X	X	X	X		X	X		X				X	X	X	X					X	X											X						X		X	X		18
I.Grantsmanship	X	X	X	X					X	X												X																				X			8
J.Fiscal Management																																													
1.payroll	X			✱											X	X	X	X																			X					X	X		9
2.bookkeeping			X	X											X	X				X																							X		6
3.annual budget				X																																									1
a.---development	X	X	X	X				X	X	X				X	X							X																					X		11
b.---utilization	X	X	X	X					X	X				X		X	X		X			X	X																				X		13
VI.PLANNING/DEVELOPMENT (LONG-RANGE)																																													
A.Procedural manuals	X	X	X	X					X	X	X			X	X			X																							X				11
B.Development/refinement of forms	X	X	X	X	X		✱	X	X	X	X			X	X					X					X		X						X										X		17
C.Programmatic dev/ref/exp.	X	X	X	X				X	X	X				X	X														X			✱											X		13
D.Internal agency evaluation	X	X	X	X				X	X	X				X	X	X	X								X								X										X		14
VII.UTILIZATION OF TECHNICAL/ MEDICAL/LEGAL EXPERTISE																																													
A.Extermination																																													
1.Checking for active rodent signs	X		X^{S}												X																	X	X				X	X	X				X	X	10
2.Mixing bait			✱												X																						X	X	✱	X			X	✱	8
3.Trapping rodents			✱												X																						X	X	X	X				X	7
B.Deleading									✱	✱																									X	X									4
C.Lab lead-level calculations			X																				X	X																					3
D.Make x-ray flouroscope callibrations									✱	X	X		X																																4
E.Make court appearances	X^{S}		✱						✱	X	X	X	X												X	X																X			10
F.Computer operations for title search			✱						✱	X	X	X																	X	X	X														8
G.Use city agency recordkeeping systems	X^{S}	✱							X	X	X	X	X																	X	X														9
H.Administer fingerstick	X				X	X															X																								4
I.Diagnosis (lead)																					X																								1
J.Prescription (lead)																					X																								1
K.Medication (lead)																					X																								1
VIII.EQUIPMENT OPERATION AND MAINTENANCE																																													
A.Operation of motor vehicles	X	X	X	X			X	X	X	X	X		X	X	X	X		X			X				X	X					X	X	X	X			X	X	X	X		X	X	X	28
B.Repair of motor vehicles																																								X					1
C.Use of x-ray fluoroscope	X^{S}								✱	X	X		X																																5
D.Service check on deleading equip.									X	X	X																								X	X				X					6
E.Service check/on maintenance/lab equip.						✱																	X	X																					3
F.Operate bait mixer			✱												X																						X	X	X	X				✱	7

B. Development/refinement of forms	17
C. Programmatic dev/ref/exp.	13
D. Internal agency evaluation	14
VII. UTILIZATION OF TECHNICAL/ MEDICAL/LEGAL EXPERTISE	
A. Extermination	
1. Checking for active rodent signs	10
2. Mixing bait	8
3. Trapping rodents	7
B. Deleading	4
C. Lab lead-level calculations	3
D. Make x-ray flouroscope callibrations	4
E. Make court appearances	10
F. Computer operations for title search	8
G. Use city agency recordkeeping systems	9
H. Administer fingerstick	4
I. Diagnosis (lead)	1
J. Prescription (lead)	1
K. Medication (lead)	1
VIII. EQUIPMENT OPERATION AND MAINTENANCE	
A. Operation of motor vehicles	28
B. Repair of motor vehicles	1
C. Use of x-ray fluoroscope	5
D. Service check on deleading equip.	6
E. Service check/on maintenance/lab equip.	3
F. Operate bait mixer	7
G. Type	10
H. Zerox	28
I. Mimeograph	8
J. Use stamp machine	8
K. Use calculator	23
L. Use adding machine	16
M. Make simple repair xerox/mimeo	11
N. Use audio/video equipment	7
O. Use artistic equipment	5
IX. PRODUCTION	
A. Harborage removal	9
B. Building maintenance	10
C. Equipment/Supplies pick-up	14
D. "Set-up" for deleading	5
E. Clean-up after deleading	4

KEY

✱ Job tasks required

✱ Job tasks assumed out of employee initiative

X^6 Job tasks expected by supervisor not noted by employee

Appendix B
Task Analysis

Introduction:

Name of Interviewer:

I'm ____________________________ from the Training Development Project

We're talking to everyone at BEHIP during the next two weeks about what you do at your job. We're doing this so we can design an on-the-job training program that relates to the work you do. We're going to ask many questions, so please be patient. What we want to get at is the actual tasks (no matter how small) that makes up your job. So, let us know if there's anything we forgot, that you do as part of your day.

It has been agreed by Ron Jones, Executive Director, BEHIP, and U. of Mass staff that the information gathered will be strictly confidential and for training project use only.

Please Sign:

Name: ______________________________

Date: ______________________________

BOSTON
ENVIRONMENTAL
HEALTH
IMPROVEMENT
PROGRAM

INTERVIEWING SCHEDULE

Interviewer: ____________________

Employee	Job Title	Component	Date	Time	Completed

Additional Comments :

GENERAL QUESTIONS

1. Describe what you did yesterday (Friday, if it's a Monday)

   between 10-11 am?

   between 2-3 pm?

2. What do you spend most of your day doing?

3. What kind of writing do you do?

4. What do you do where you use math?

5. What do you find least interesting that you do?

6. How could you suggest that be done better?

7. What other things do you do that we left out?

8. Whom do you deal with in the course of a week? (Both within the agency and outside.)

9. What sort of emergencies crop up on your job?

10. What does supervision entail within your job?

    a. job expectations

    b. number of subordinates

    c. evaluation

    d. award/reprimand

    e. orientation

11. Are there regular staff meetings in your component?

12. What role do you take in them?

13. Are there any people who help you with your job?

14. Who? Why are they helpful?

Note to Interviewers:

Questionnaire

(Begin by asking specific questions. Move on to more open-ended ones. If you aren't getting specifics, go to some of the specific questions I included. Then, remember to ask

1. What better way is there to do ____?
2. Are there any other things you do that we left out?

Leave space so you can write in the answers, and the supervisor's answers, too, and thank the participants for their time.

With both specifics and general questions, ask:

How often?
Alone?
In writing?
For whom?
What does that involve?
What steps does that involve?
Describe how you do that?
In what form?
Did you design that procedure (form) (policy)?

Please collect forms people use.

Ask about 3-4 specific questions. Then, go to general questions. Fell free to pursue any line of questioning that gets a response.

Spend ½ hr - 45 minutes per interview.

Community Health Aide - Rodent Control
Oral Presentations

1. Do you administer questionnaires?

2. Do you fill out the form?

3. What is it like?

4. Mostly check off/fill in/narrative?

5. Do you make up the speech you give about rats? About BEHIP?

6. Do you ever give the talk on rats in any language but English?

    a. which?

    b. how many?

    c. how often?

7. Do you go door-to-door alone?

con't

a. with how many others?

b. with the same people each time?

8. What's the daily plan sheet like?

9. What do you do with the results of the survey?

10. Do you use a calculator to deal with it?

11. Do you get most of your instructions from the red book?

a. other memos?

b. from your supervisor?

12. Do you read off information about sanitary problems?

13. Do you say it off the top of your head?

14. What do you do if a resident tells you about other problems?

15. If you write it up, in what form?

16. Do you need to write it so someone else can deal with it?

17. Do you need to call other agencies, or is that someone else's job?

18. Do you need to record on any regular basis whether you gave a talk or left a letter?

19. How long does a survey take?

20. How do you introduce yourself to a resident when you're doing a survey?

21. How do people react to you at this point?

22. How do you respond to this reaction? (friendly, cautious, or hostile

23. In your follow up visit, if this resident or landlord has not followed your recommendations, what do you then say or do?

24. What does the map sheet look like?

25. How do you use it?

26. How do you record premise information?

27. Do you have a sample of the forms you use regularly?

28. Do you have your own Red Book?

29. Is it easy to read?

30. Do you use it for finding out information you're not sure about? Or do you usually ask someone?

31. How many premises do you survey in a day?

    a. in a week?

    b. in a morning?

32. How long does it take to do everything on one premise? What does that include?

33. What sorts of things do you need to tell your supervisor?

34. Which ones must you write?

35. Which can you tell in person or by phone?

36. How do you measure the dimensions of a lot?

37. How do you record that?

38. How do you figure out the number of premises in a lot?

39. Do you write a page on each premise?

    a. a paragraph?

    b. a sentence?

    c. less?

40. How do you write up problems?

    a. on a form?

41. How do you complete a survey?

42. Who gets them?

43. How do you deal with incomplete surveys?

44. What do you have to include in a weekly report?

45. How long are they, usually?

46. How many reports do you do?

47. Do you run community meetings?

48. How many people are at the meetings?

49. Do you take notes?

50. How do you get residents interested in community meeting?

    a. clean-up?

51. What do you do if someone is not interested? Hostile?

52. How do you explain housing court?

53. How do you explain what tenant's responsibilities are?

54. What are the steps you go through to actually inspect?

55. What do you need to do to complete daily plan sheet?

56. Do you think most people find the BEHIP literature useful?

57. What's the call to a landlord like?

58. What do you do at CHA staff meetings? Do you ever take notes?

59. What do you have to write after a first visit?

60. What do you have to write after an inspection?

61. What does it take to write a work coordination sheet?

62. What do you fill out in a referral fact sheet?

63. What's the reinspection sheet like to fill out?

64. What information goes on a premises record?

65. How did you learn the information you need to know to give the talk to a tenant?

66. How do you find out answers to questions when you don't know the information?

67. Do people ask you to read or explain the violation letter?

68. Describe what you did to deal with the last angry person you talked to.

69. Do you explain how to correct conditions that cause rats? Do you actually show people how?

70. What else do you do? How often?

a. every day

b. every week

c. once a month?

d. once in a while?

71. How do you get a commitment to correct conditions?

72. What's involved in an accident safety inspection?

73. What forms do you fill out (list each kind)?

74. In what form do you get the information from the information referral coordinator?

75. How often do you have to talk to bureaucrats?

a. where? (Little City Hall? Fire Prevention)?

76. What's an example of an urgent request? What do you do?

77. Did you ever have an emergency or crisis to deal with? Describe what you did. Did it include filling out any forms?

78. Do you go with people to agencies? How often? Describe what you do.

79. Do you follow that up in any way?

80. Do you take pictures at all as part of inspection?

81. What kind of camera do you use?

82. Do you give written reports to your supervisor?

    a. how often?

    b. on a form? On more than one form?

    c. describe the form (s).

83. Do you form block groups?

84. How do you do that?

85. Do you need to send letters to agencies to get action?

86. Do you actually bait traps or do repairs on people's homes?

87. What rat - proofing do you do?

APPENDIX C

Self-Assessment

FINAL REPORT
OF
SELF-ASSESSMENT
PHASE II

Training Development Program
University of Massachusetts/
College of Public and Community Service
Boston Environmental Health Improvement Program*

February 29, 1980

Sandra Page
Project Director

Susan Ennis
Project Coordinator

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*As of March 31, 1980, BEHIP was reogranized as Office of Environmental Affairs (O.E.A.)

SELF-ASSESSMENT
FINAL REPORT

1.0 **PURPOSE**: In the Self-Assessment process, individuals consider their job tasks, reflect on the skills they use to perform these and future job tasks, and then suggest areas in which they would like in-service, educational training.

The Self-Assessment has four purposes. First, it helps employees understand the skills they need to do their current jobs successfully. Second, it gives employees the chance to identify the skill areas in which they believe they perform competently and those in which they desire improvement. Third, Self-Assessment assists employees outline the learning program they want, which will improve their current job performamce and their future employability. Fourth, it identifies the educational needs of the employees; this information is then used to help structure that group's instructional program.

Self-Assessment involves the employee in planning his or her own educational program. As such, it increases individual commitment to the program. This participation in planning, both reflecting on strengths and weaknesses and outlining areas for improvement, is an important learning experience in itself. It sets the stage for further self-directed learning. By considering the tasks and skills at which they excel, in concert with those at which they need improvement, employees acknowledge what they do well and increase their self-confidence.

For all of these reasons, Self-Assessment is a significant factor in developing and implementing high quality adult education programs. It is an extremely valuable component of such programs, particularly in their initial stages. However, its value as a process does not stop there; it must continue throughout the adult learning experience if the program is to have maximum value and impact.

2.0 **PROCEDURE**: Self-Assessment was the second phase in the preliminary process of building an educational program for the Boston Environmental Health Improvement Program (BEHIP). It took place after the job task analysis of the BEHIP employees had been completed and before the design of the instructional component of the program had begun. In Self-Assessment, participants considered the importance of their present job tasks, the quality of their performance on different tasks, and the skills they desired to improve.

2.1 **INSTRUMENT DESIGN**: The Training Development Project (TDP) staff, (Sandra Page, Project Director, Susan Ennis, Project Co-ordinator, and John Bak, Research Assistant), developed the Self-Assessment instrument in consultation with Lee Orlandi, the Outside Evaluator and Barbara Barnes, the Self-Assessment Consultant. They wanted an instrument which would enable employees to consider the nature of their job tasks, the quality of their performance at those tasks, and the ways in which they desired to improve their skills. The Self-Assessment instrument was divided into four sections. The first two Sections, A and B, dealt with each individual's job tasks.

In Section A, employees examined and corrected the Task Analysis matrix which listed all the job tasks for each job category at BEHIP. (See report on Task Analysis). Employees had their own copy of the matrix. On the matrix, under their own job category, they checked to see if their own job tasks had been correctly identified. If job tasks they performed were not checked, they checked them. Conversely, if job tasks they did not perform were checked, they crossed out the checks. Supervisors had the additional task of correcting the matrix for their immediate subordinates. They placed an "s" by those job tasks which they felt their subordinates performed, but which were not checked off. In doing Section A, then, employees both checked the results of the job Task Analysis and started thinking once more about the job tasks they perform.

In section B, all of the job tasks at BEHIP were consolidated under nine categories: Record Keeping, Communications, Interpersonal Relations, Orientation/OJT, Administration, Planning/Development, Utilization of Expertise, Equipment Operation, and Production (manual labor). These categories contained a varying number (ranging from zero to eight) of job tasks. For example, under Communications there were seven tasks listed: Letters/Memos/Publications, Phone Usage, Translation, Oral Presentations, Staff/Community Meetings, Reports, and Proposals. (See Appendix A for a copy of this instrument). Employees checked off the categories and job tasks listed if they were part of their job. Next they stated how often (daily, weekly, monthly, quarterly, yearly) they did each task they checked, and how long (minutes, hours, days, weeks) they spent on the task each time they did it. Employees then judged the importance (extremely, average, little, not applicable) of each job category they had checked, Finally, they ranked (from one up to a possible nine). The job categories in order of their importance. (Note: Few participants ranked all nine categories because they do not have job tasks that fall within all the categories; many had difficulty ranking their jobs by importance and thus ranked several catergories with the same number).

In Section B, the, employees thought about the nature and importance of their job tasks as a preparation for thinking about their own level of performance at these tasks.

In Section C, employees listed the tasks they performed well, those they did adequately, and those they desired to improve. They then listed the jobs and tasks they wanted to be trained for and the skills they wished to acquire regardless of their current job position In Section C, then, employees moved from thinking about their jobs to assessing how well they performed them. They also thought beyond their present job situation; they reflected in a more general way on their interests and abilities regarding their work and various task and skill areas. This prepared them for Section D, where they would decide which learning modules they were interested in taking to acquire the skills they wanted.

Section D, had several purposes. For employees, it provided an introduction to the types of skills their learning contracts will address. Their responses were not commitments to particular modules, but rather the parameters of their interests and needs. It also allowed employees to have direct input into the actual design of their in-service training program. For the TDP staff, employees' responses provided information to determine both the scope and the priority of the instructional program. Section D also acted as both a recruitment and "marketing research" tool. It created interest in the upcoming instructional program and gave participants a range of what the program could cover. Examination of the titles and types of modules chosen gave the TDP staff insight into how to package the modules in order to encourage and sustain participant commitment to the in-service program.

In order to meet the different purposes of Section D, the instrument design and subsequent data analysis procedures had to be complex. However, the form developed for the section was straight forward; it had two major parts. The first part, or overview, was split into two columns: Communication Skills, were listed on the left and possible related modules on the right. The skills and modules were broken down into the nine Generic Task Categories explained above. Employees checked off any perceived skill needs and/or modules of need or interest. The skills listing was written in lay terms and included both Generic and Specific Skills such as study skills and notetaking and outlining The modules reflected the skills, and in many cases, content or situation of skill application, (e.g. structure of narratives - How to Write Quarterly/Annual Reports). The correlation between the various reading, writing, listening/speaking, and interpersonal communication skills had been done previously by Susan Ennis and Iris Concepcion on the skills matrix. (See Appendix B).

Employees checked both the skill and module columns. If the person preferred, he or she could place checks only in the modules column. This was allowed for two reasons, First, some employees found it difficult to differentiate between modules and skills. Second, by checking only the modules column, employees avoided the threatening aspect of stating needs which some people perceived as inadequacies.

All the skills and modules were listed at least twice, often in different words. This was done for five reasons. First, it gave employees at least two chances to respond to an item which lent more validity to the process. Second the repetition created a thought process whereby the employees could decide on review that a particular area was of need or interest. Third, it eliminated the possibility that an employee would miss a skill/module area because his job tasks didn't fall into each of the major task areas. Fourth, it allowed employees to indicate the intensity of an interest or need and fifth, describing modules with a variety of titles provided the "marketing research" data. The analysis of the overview section will breakdown the Generic Skills needed by the BEHIP staff and tell what the scope of the curriculum should be.

The second part of Section D, established the priorities of needs and interests for curriculum development. In this part, employees chose the ten modules which were of the most immediate need and interest. This "top ten" section also asked employees to request modules and skills that were not listed. Many of the entries in the "Other" category (See Exhibits A&D) come from this listing. Although the Section D results were difficult to analyze, they provided a wide range of data essential for curriculum and program development.

2.2 SCHEDULING THE SELF-ASSESSMENT PROCESS: In order to set up an organization-wide Self-Assessment schedule, each employee was contacted at least twice: Once to set up the meeting and again shortly before the meeting to be reminded of it. Some employees were contacted as many as six times as their schedules changed and new appointments had to be made. Release time from jobs was provided by supervisors; this was essential for employees' participation in the Self-Assessment process.

Several unforseen complications arose making the carrying out of the scheduled Self-Assessment activities difficult. For example, field workers were difficult to reach. There were sudden illnesses, vacations, and unanticipated heavy workloads, which prevented employees from attending their scheduled sessions. Others arrived late because they had been attending meetings which went on longer than they had expected.

Five employees did not go through the Self-Assessment process during the scheduled period. February 4-11, 1980. These included two Community Health Aides in the Rodent Control Program, (one took a leave of absence and the other was not released from work because of a large back log created by recent absence due to illness), a Code Enforcer, (his work load had been doubled because his supervisor had resigned), a Deleading Foreman, (he missed his interview and could not be rescheduled due to time pressures), and the Executive Secretary, (she had too many other commitments and was also absent for a few days).

In addition, several job titles were not represented in the Self-Assessment procedure due to either job reorganization or attrition. Two job categories, the Health Inspector and Program Manager, (both in the Rodent Program) were part of the initial task analysis but, as of the time of the Self-Assessment, did not exist within the agency.

One job title and responsibilities had changed since the Task Analysis. The Planner/Medical Follow-Up Co-ordinator had become the Planner/Health Education Co-ordinator. Also, three jobs had been added: A Finance Assistant, an Assistant Finance Assistant, and an Assistant Administrative Co-ordinator Documentation/Code Enforcement Co-ordinator.

Jobs which were not included in the Self-Assessment procedure because of attrition include Graphic Arts Specialist, Medical Assistant, Code Enforcement Supervisor, Title Searcher, Community Organizer, and Clerk

Typist.

As many as 30 CETA workers are scheduled to join BEHIP in the near future. How they will participate in the Training Development Program is unclear as of this writing.

2.3 IMPLEMENTATION OF SELF-ASSESSMENT: 48 employees completed the Self-Assessment process. They performed their Self-Assessments individually, but within small groups containing between two and five people. Each group was composed of workers with similar job categories. Facilitators for the Self-Assessment groups were Sandra Page, Susan Ennis, John Bak, Iris Concepcion and Barbara Barnes. They explained the purpose of Self-Assessment and guided employees in filling out each section. The settings were informal; employees worked at their own pace, generally taking from one and a half to two hours to complete the process. Occasionally there was discussion among the employees as they completed Sections A and B, which dealt with their work situation. The majority of participants seemed to take the Self-Assessment procedure seriously; they asked relevant questions to help them work through the process.

The data collected in group sessions was more substantial than the data collected from the few individuals who had to go through the process on their own for various reasons. It was difficult to get these individuals to return their completed forms. Up to four follow-up contacts were made with three of these people before they finally did return the forms. As of this writing, two other employees have not returned their forms after five contacts.

Another finding was that for some employees with low literacy levels, the Self-Assessment process did not produce substantial results.

2.4 DATA ANALYSIS: Employees' responses on Section A of the Self-Assessment instrument were tabulated and used to correct the job task matrix. (See Task Analysis Final Report Adden.). The results of Section B (where participants considered the importance of their specific job tasks) and Section C, (where participants assessed the quality of their job performance and considered other jobs and skills they desired were not tabulated and analyzed as part of the Self-Assessment procedure. Secitons B and C were seen as process instruments by the Project Staff and the Outside Evaluator. As participants went through these steps they prepared themselves to make a substantive and realistic input into Section D. In addition, the information from Sections A and B became important parts of each employee's student profile. It will be placed in a confidential file and referred to by the employee and the TDP staff member when they draw up an individualized student learning program together.

The Outside Evaluator participated in and concurred with the decision not to analyze systematically the data gathered in Sections B and C. He felt that the program did not need a detailed analysis of such personal information, but instead needed to be more concerned with the training needs reported in Section D.

Section D provided the information to prioritize curriculum needs and to establish the parameters of the instructional program. Exhibit A Modules Analysis - Top Ten determine the priority of need/interest in order to structure curriculum. It provides the basis of the employee's learning contract and indicates the intensity of perceived needs/interests.

After employees checked off skills and modules in part 1 of Section D, they reviewed their responses and then wrote down the ten modules which were of the greatest need/interest. The answers were tallied by the six job classifications. It was assumed that priorities would differ amongst job classifications. Total requests for each module were also tallied. Total requests for each task category were recorded to determine which task categories were seen as demanding the most need. This will play a part in directing module content. Each module was correlated to its primary communication skill area(s). This corroborated the data stated in Exhibit C, Skills Analysis.

In terms of curriculum design, this data was valuable in organizing the modules and determing the development schedule. Modules with less than five requests were considered low priority, five to ten requests medium priority, and ten or more requests high priority.

Using data from page 1 of Exhibit A, "Following Spoken Directions," was considered low priority. If on perusal of Exhibits B,C, and D, this need is expressed as a higher priority, then a module would be written in accordance with the development process. A medium priority was assigned to "Saying What you Want to Say." Since respondants were from the Middle Management and Middle/Line Classifications, the module's content would be based on situations in which these two groups use the skills of L/S 2 (Communication Process) as outlined in the TDP scope and sequence. An example of a high priority module would be "How to Read Charts/Graphs/Forms. As stated above, the content would be based on BEHIP materials with advanced work utilizing supplementary materials. The module would integrate other communication skills and expand upon those skills outlined in R 5 (Study Skills). Clearly, the data collected in Exhibit A provides information regarding priority of need/interest, audience, level, content and intrinsic communication skills.

Exhibit B, the Modules Analysis Overall Popularity data delineated the scope of the TDP curriculum. As Exhibit A outlined the priority of need/interest, Exhibit B outlined the range of these needs/interests by job classification. This data was also correlated to primary communication skills. The data collected here was later used to develop Exhibit D, Modules Collapse.

The da was tabulated in a similar manner to Exhibit A. The responses were taken from Part One of Section D where participants checked off modules of need/interest. Thus data offered an overall accounting of the BEHIP staff's perceived needs. These results were prioritized. Less than ten total requests was considered a low priority item. For example, "Using Journalsand Periodicals" would not be written in the near future. Whereas, "Taking Notes and Writing Outlines" would be written in the next six months, along with others in the ten to fifteen response group. The module content and level would be desired from the job classification requests and work situations. An example of a high priority module (more than fifteen request would be "Speed Reading" with twenty-two responses which cut across job classifications. These would be developed within the next three months. Analysis of Exhibit B used in conjunction with the other data provided information to determine the scope of the curriculum and a schedule in which to design it.

Exhibit C, Skills Analysis, reflects all the perceived communication skill needs of the BEHIP employees. This information is imperative in determining the scope, sequence, and focus of all the reading, writing, listening speaking and interpersonal skills to be utilized in the instructional progra

This data was collected from Part One of Section D. Based on Appendix B, Communication/Interpersonal Skills Matrix , each specific skill was place under its generic skill and assigned a code. The modules were analyzed and correlated with their primary generic skill(s). Anytime an employee checked off a skill or module, it was tallied as one "needs statement." No matter how many times an employee expressed a need in a generic skill it was represented as one response. This negated the intensity of the individual's need, but accurately designated the overall staff's needs. Again, this data was organized according to the six job classifications. Along with total responses, the percentage of all staff expressing a need in each generic skill was tabulated.

In the teaching of communication/interpersonal skills, a particular skill cannot be isolated and taught. A particular skill can be focused upon while the other skills and modalities are brought into the learning process. In this manner, a person can learn the skill and subsequent knowledge in ord to transfer and apply them to new situations. Hence, Exhibit C can guide th focus of the skills to be taught but cannot eliminate any from the process. It will determine which generic skills need to be emphasized in the module design and how to interrelate the staff's needs/interests into the instructional program.

Exhibit D, Modules Collapse, was used as a determining factor in setting up a schedule of module development. Exhibit D in conjunction with Exhibit A delineated the priority of development; Exhibits B and D created the scope of the curriculum; and Exhibits C and D outlined the communicatio interpersonal skills integration.

The data for Exhibit D was based on Part One of Section D. The module listing was repetitive for reasons stated in Section 2.1, Instrument Design. In order to tabulate the results, the modules were collapsed into generic modules. Some of these modules encompassed a wider range of skills and information than others. In the instructional program, the modules will be explicit and specific to a skill and content. A number of modules will feed into a generic skill and content and thereby a competency. The levels at which these modules will be designed was also listed. The total respons column reflects the combined number of responses of each related specific module. This expresses intensity and priority.

Here is an example of how all this data was used to design a component of the instructional program. Under the Skill Area - Writing, there were 81 requests for "Advanced Organizational Writing." Obviously, this stated a prevalent employee need. Exhibit B, analyzed the responses by job classification so audience and level were determined. Exhibit A correlates the information to the staff's stated priorities. Exhibit C, delineated the staff's communication/interpersonal skill needs and Appendix B, outlined the skills inherent in the tasks. As a result of this analysis, a probable module that addresses this need would be "How to Write Quarterly/ Annual Reports." The module would run concurrently with BEHIP's timetable for writing a quarterly/annual report. This module would assume that the employee was competent in fundamental communication skills so that writing style and structure, word choice and technical vocabulary, group dynamics and working under pressure could be emphasized in the design. This process of data analysis and reflection assures a curriculum and subsequent instructional program which are founded upon the self-assessed needs of the employees.

3.0 SUMMARY: The initial two phases of the project, Task Analysis and Self-Assessment, were designed and implemented to afford the best possible frame-work for building the instructional component. Both processes were implemented within a set time schedule and in a smooth and efficient manner. Data collected was carefully documented and inclusive within the attached Final Reports, Exhibits, and Appendices. Certainly, of equal importance is the fact that the first four months of the project provided the opportunity for TDP staff to be in contact with each BEHIP employee on an individual or small group basis. The overall spirit of cooperativeness and mutual respect should prove invaluable during the upcoming months of instruction.

PHASE II
SELF-ASSESSMENT

You are about to perform a self-assessment. Self-assessment is simply another word for self-evaluation. It is a process which requires you to look at yourself, organize your thoughts, and analyze the tasks you perform and the skills you offer as an employee. Ideally, a well-done self-assessment process is the backbone of competency-based, self-directed training. Using the forms we provide you will organize your job tasks, rank them according to how much time they take and how important they are, and then assess the skills you use in doing them. In essence, you will be beginning to structure your individual in-service training program. Through self-assessment, then, you address the important issues of:

—What do I do?
--How well do I do these tasks?
--What do I want and need to improve?

Self-assessment is the first step toward self-actualization: I know what I want and can begin to plan my strategy to achieve it.

Instructions:

1. IT IS VERY IMPORTANT TO BE AS HONEST WITH YOURSELF AND THOUGHTFUL OF THIS PROCESS AS POSSIBLE.

2. SECTION A:

   —Correct the Task Analysis matrix with respect to your job and your immediate subordinates:
   - a. write in an X where missing
   - b. black out inappropriately X'ed boxes
   - c. write an X if you are a supervisor checking a subordinate's profile

3. SECTION B:

   --X in your profile in the X column by referring to the Task Analysis matrix.
   --Rate each task by frequency and time.

   E.D. = everyday
   1/2 wk. = 1, 2, 3, times a week
   Mo. = once a month, every two months
   Qt. = quarterly
   An. = annually
   Min. = minutes
   Hrs. = hours
   Days = days
   Wks. = weeks

   Rank each task category by relative importance to the overall job. Rank each category in the "Rank" column by relative importance to one another. (Assign a number 1-9).

All information will be confidential.

________________________ ________________________
Signature Date

____
Job Title

THANK YOU

	X	TASKS	FREQUENCY					TIME				TASK CATEGORY RANKING BY IMPORTANCE					RANK
			E.D.	½ wk.	Mo.	Qt.	An.	Min.	Hrs.	Days	Wks.		extremely important	of average importance	of little importance		
I.		Record keeping										I.	1.	2.	3.	NA	
		forms and records															
		filing															
		statistics															
II.		Communications										II.	1.	2.	3.	NA	
		letters/memos/pub.															
		phone usage															
		translation															
		oral presentations															
		staff/comm. meetings															
		reports															
		proposals															
III.		Interpersonal relations										III.	1.	2.	3.	NA	
		co-worker/co-worker															
		supervisor/employee															
		interdepartmental co-worker															
		employee/comm. individual															
		employee/other agency															
		employee/BCH															
		agency/organizations															
		temporary substitution															
IV.		Orientation/OJT										IV.	1.	2.	3.	NA	
		training others															
		being trained															
V.		Administration										V.	1.	2.	3.	NA	
		supervision/coordination															
		trouble shooting															
		aribitration															
		dec./br./policy setting															
		grantsmanship															
		fiscal management															
VI.		Planning/development										VI.	1.	2.	3.	NA	
VII.		Utilization of expertise										VII.	1.	2.	3.	NA	
		extermination															
		deleading															
		lab lead callibrations															
		x-ray flouroscope cal.															
		court appearances															
		computer op./record systems															
		administer fingerstick															
		diagnosis/prescrip./medicate															
VIII.		Equipment operation										VIII.	1.	2.	3.	NA	
		motor vehicle															
		deleading equipment															
		office equipment															
		lab/medical equipment															
IX.		Production (manual labor)										IX.	1.	2.	3.	NA	

(Section C)

Please refer to the Task Analysis matrix and your Task Selfsheet to answer the following questions.

1. List your job tasks in which you excel.

2. List your job tasks in which you perform adequately.

3. List your job tasks in which you feel there is room for improvement.

4. If training were available which kinds of jobs would you train for.

5. Which tasks/skills would you wish to acquire or improve beyond those required for your present position?

(SECTION D)

Purpose:

I know you have developed writer's cramp by now, but this is the last section! In order to perform your job tasks you have to use certain communication and interpersonal skills such as reading, writing, speaking, listening and getting along with people. In this section we want you to get an idea of the skills that you need to do certain tasks and also the areas in which you might want training. Each major task category is broken down into the major skill areas and a list of possible modules that relate to these skills. The list of training modules is not necessarily complete. You may want modules not listed or you may not want modules that are listed. We need your comments in order to draw up the final list of modules and curriculum. Some modules may be combined, some thrown out. In other words this list is not final or complete; we need you to help us develop the training program.

Directions:

(1) Each major task category outlined on the self-assessment profile such as "I. Record keeping" is listed on this sheet. Please check off in the box the major task areas that make up your job.

(2) Under each task category there is a list of the major skills involved. Please check off any skills on which you may like to work or in which you feel you need improvement.

(3) Next to the column of skills is a column listing the possible modules. Please check off any modules that you may like to work on.

(4) At the end of this list please write down your top ten modules, and any training ideas or needs which were not listed.

Thank you

SECTION D
Skills and Modules Listing

X	Major Skills Involved	X	Possible Modules
RECORD KEEPING			
	A. Reading basic word meaning alphabetizing spelling following directions study skills		How to Read Charts/Graphs/Forms Ind. Spelling Improvement Basic Statistics Filing & Alphabetizing
	B. Writing capitalization punctuation word choice		To Capitalize or Not What Goes There--Punctuation Which Word Fits Best
	C. Listening & Speaking following directions speaking clearly & logicall		Following Spoken Directions Saying What You Want to Say
	D. Interpersonal Communication all interpersonal skills/ especially team building		Sharing Information Sharing Records
COMMUNICATIONS			
X	A. Reading recognizing word meaning spelling vocabulary reading out loud comprehension study skills notetaking/outlining form & style of passage		Meaning Thru Word Parts--Voc. Meaning Thru Context--Voc. Reading Aloud Determining the Main Idea Reading Between the Lines What is the Author Saying How to Study Taking Notes & Writing Outlines Speed Reading Is That Fact or Opinion Understanding Varied Materials Using Journals & Periodicals
	B. Writing punctuation/capitalization structure of sentences structure of paragraphs structure of narratives style word choice research editing		How to Write a Paragraph How to Write Clear Sentences How to Write Reports How to Write Qt./An. Reports How to Write Summaries Styles of Writing How to Edit Someone's Writing Spelling Improvement Capitalization/Punctuation Vocabulary Development How to Write a Letter How to Write Minutes Proposal Writing Proofreading Writing Under Pressure How to Do Research How to Write Memos How to Do Written Translations

X	Major Skills Involved	X	Possible Modules
	C. Listening & Speaking		
	clear speaking		How to Speak Clearly/Logically
	public speaking		How to Speak Before a Group
	group discussion		Hearing What's Being Said
	using media		Listening for the Main Idea
	debating your point		How to Use Media/Idea Promotio
			How to Debate Your Point
			Research & Organization--Speech
			Group Discussion
			How to Convince People
	D. Interpersonal Communication		
	communication style		Understanding Commun. Style
	verbal presentation		Listen/Respon to Verbal Pre.
	analysis--int. commmun.		Cross Cultural Translation
	group dynamics		How & Why Groups Work
	meetings & their workings		How to Make Meetings Work
	group development		How Groups Develop
	group behavior		How to Interview
	power & organizations		Translating Under Pressure
	team building		How to Build Team Work
	interviewing		What Goes on in Groups
INTERPERSONAL COMMUNICATION			
X			
	A. Reading		
	all basic reading skills/		SEE COMMUNICATIONS MODULES p.1
	especially vocabulary, word		Analysis of Written Informatio
	choice, comprehension, read-		
	ing between the lines		
	B. Writing		
	all basic writing skills/		Tactfulness in Written Form
	especially mechanics, struc-		Criticism of Someone's Writing
	ture,usage, style,audience		Development of Writing Style
			Writing to Reach your Audience
	C. Listening & Speaking		
	basic listening skills		Interpretation & Evaluation
	comprehension		Response to Spoken Comment
	listening to interpret		Your Body Language
	listening to evaluate		Speaking to Your Audience
	body language		Use of Media to Suit Purpose
	speaking style		Development of Speaking Styles
	public speaking		Tactfully Saying the Necessary
	using media		
	D. InterpersonalCommunication		
	socio-cultural factors		Your Communication Style
	group dynamics		Cross Cultural Translation
	meetings		How to Make Groups Work
	decision making		Set-up of Informal/Formal Netwk
	networking		Sharing Space & Equipment
	group behavior		Interviewing Clients/Employees
	power relationships		How Decision Making Works

X	Major Skills Involved	X	Possible Modules
	team building interviewing		What & Why of Power Relationshi What's Your Role in Groups How to Build Teamwork Support on the Job Dealing With Outside Agencies Working in People's Homes Working With Children
ORIENTATION/OJT			
	A. Reading all basic reading skills/ especially comprehension, study skills, research skill, and types of reading matter		Research for Training Develop. Preparation of Materials for TD
	B. Writing all basic writing skills/ especially writing for a particular audience, research, editing, writing educational materials		Writing Training Packets Editing Training Materials
	C. Listening & Speaking all basic skills/especially public speaking, group discussion, media		Organization of In-Service TD Teaching In-Service Training Media and Teaching Leading a Group Discussion Teachers as Public Speakers
	D. Interpersonal Communication group dynamics making meetings work power relationships team building		Group Dynamics in the Classroom Teacher/Student Relationship Team Building in the Classroom
ADMINISTRATION X			
	A. Reading all basic reading skills/ especially comprehension both interpretive & evaluative, organizational skill, research skill		Researching Policy Questions Researching Funding Sources Organizing Policy Organizing Management Issues
	B. Writing all basic skills/especially word choice,audience,editing, clarity of expression,use of written language		The Process of Grantsmanship How to Write Policy Statements Editing & Proofreading
	C. Listening & Speaking all basic skills/especially group discussion, debate, public speaking, oral interpretation		Interviewing Prospective Workers Listening & Speaking to Problems Listening & Speaking to Complaint Listening & Speaking to Emergency Planning Staff Meetings Interpersonal Communication

X. Major Skills Involved	X. Possible Modules
D. Interpersonal Communication all basic skills/especially group dynamics, decision making, team building, interviewing, making meetings work	How to Run Staff Meetings Building Networks--For. & Inf. Conducting Interviews Group Decision Making Organizational Structure
PLANNING/DEVELOPMENT	
X	
A. Reading all basic skills/especially research, sources of words, forms of discourse, evaluative comprehension	SEE COMMUNICATIONS MODULES, p. 1 Reaching Organizational Dev.
B. Writing all basic skills/especially style, editing, integrity of writing/research	Writing Policy Materials Editing Policy Documents
C. Listening/Speaking all basic skills/especially group discussion, debate	Coordinating Planning Committees
D. Interpersonal Communication all basic skills/especially team building, group dynamics, power relationships	Building Planning Teams Organizational Analysis/Planning
UTILIZATION OF TECHNICAL/MEDICAL/ LEGAL EXPERTISE	
X	
A. Reading all basic skills/especially following directions, comprehension, vocabulary, and rates	Reading Technical Information Analyzing Technical Information
B. WRiting all basic skills/especially style and research	Writing Technical Documentation writing Formal Reports
C. Listening and Speaking all basic skills/especially oral interpretation, audience, voice	Explaining TEchnical Information Formal Public Speaking
D. Interpersonal Communication all basic skills/especially interviewing, power relationships and analysis of role	Technical/Formal Presentation Being a "Helper" on the Job
EQUIPMENT OPERATION	SEE COMMUNICATIONS MODULES, p. 1
PRODUCTION	Following Directions/Equipment
All Basic Writing, REading, Listening, Speaking, IC skills	Sharing Equipment Building Work Teams Communication with Community

THE TOP TEN

Now that you have checked off all the skill areas and modules you might like to work on, please write down the ten modules you'd most like to have available. Your listing the Top Ten will be extremely helpful in our determining which modules, and in what order they should be designed.

(1) ____________________

(2) ____________________

(3) ____________________

(4) ____________________

(5) ____________________

(6) ____________________

(7) ____________________

(8) ____________________

(9) ____________________

(10) ____________________

Please list any other areas or modules that you would like to see developed that have not been included in the listing.

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Thank You

Appendix C

EXHIBITS

Exhibit A .... Modules Analysis Top Ten

Exhibit B .... Modules Analysis Overall Popularity

Exhibit C .... Skills Analysis

Exhibit D .... Modules Collapse

Appendix C

Exhibit A

SECTION D
MODULES ANALYSIS
TOP TEN

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL RE QUEST (4
R 5	How to Read Charts/Graphs Forms		1		4	5	1	11
R 1	Ind. Spelling Improvement		1	2	2	3		8
M	Basic Statistics		1		1	1		3
R 1	Filing and Alphabetizing				1	1		2
W 1	To Capitalize or Not		1	1				2
W 1	What Goes There-Punctua.			1	2	2		5
R 2	Which Word Fits Best			2	4	3		9
L/S 2	Following Spoken Directions			1				1
L/S 2	Saying What You Want to Say		2	3				5
	TOTAL REQUEST FOR TASK CATEGORY			1				46
R 2	Meaning Thru Word Parts-Voc.					1		1
R 2	Meaning Thru Context-Voc.					4		4
R 3	Reading Aloud					2		2
R 4	Determining the Main Idea			1	1	4		6
R 4	Reading Between the Lines			1		2		3

SECTION D
MODULES ANALYSIS
TOP TEN

REA ND ENERIC KILLS	MODULES	ADM. 4/4	MID MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL RE- QUESTS (
5	How to Study					4		4
5	Taking Notes & Writing Outlines					7		7
5	Speed Reading	1	1	2		5		9
4	Understanding Varied Mater.			1	1	5		7
3	How to Write a Paragraph		1		4	8		13
2,3	How to Write Clear sentence			1	2	7		10
3	How to Write Reports		2	2	3	7		14
3,4	How to Write Qt./An. Report	1	2		2	2		7
3	How to Write Summaries				4	5		9
4	Styles of Writing	1	1			2		4
6	How to Edit Someone's Wri.	1	1					2
1	Spelling Improvement	1	1		2	8		12
1	Capitalization/ Punctuation		2	1	2	3		8
2	Vocabulary Development		3	2	2	9		16
3,4	How to Write a Letter		2			1		3
3,4	How to Write Minutes		1					1
3,4 G	Proposal Writing	1	2	1		5		9

SECTION D
MODULES ANALYSIS
TOP TEN

REA ND ENERIC KILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL RE- QUEST (4
6	Proofreading			2		1		3
0	Writing under Pressure		2	3		1		6
5,W5	How to do Research				3			3
/S 1,2	How to Speak Clearly/Logically	2	1		3	7		13
/S 4	How to Speak Before a Group	1			3	3		7
/S 3	Hearing What's Being Said		1	1	1	1		4
/S 2	Listening for the Main Idea					1		1
/S 7	How to use Media/Idea Promotion			1	1			2
/S 6	How to Debate Your Point			3	1	1		5
/S 5	Group Discussion			1		1		2
/S 2, C 1	How to Convince People			3	2	1		6
C 3	How & Why Groups Work	1						1
C 2	How to Make Meetings Work	2			4			6
C 7	How to Interview		2		3	2		7
C 5	How to Build Team Work	3	2	1	1	3		10

Appendix C

SECTION D
MODULES ANALYSIS
TOP TEN

REA ND ENERIC KILLS	MODULES	ADM. 4/4	MID MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL RE QUESTS (4
C 3	What Goes on in Groups			1				1
	TOTAL REQUEST FOR TASK CATEGORY			2				228
4,IC 1	Tactfulness in Written Form			1		1		2
6,IC 1	Criticism of Someone's Writing	3						3
4	Development of Writing Style		1		2	2		5
4,IC 1	Writing to Reach Your Audience	1						1
/S 3	Interpretation & Evaluation	1			1			2
/S 2	Response to Spoken Comment	1	1			1		3
S 2,IC 1	Your Body Language	1	2					3
/S 4	Speaking to Your Audience	1				1		2
/S 7	Use of Media to Suit Purpose					1		1
S 2IC 1	Development of Speaking Styles		1	1	1	1		4
S 2 IC1	Tactfully Saying the Necessary		1	1		1		3
C 1	Your Communication style		1		1	1		3

Appendix C

SECTION D
MODULES ANALYSIS
TOP TEN

REA ND ENERIC KILLS	MODULES	ADM. 4/4	MID MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL RE QUEST (
IC1	Cross Cultural Translation					1		1
C 3	How to Make Groups Work	1	1					2
C 7	Interviewing Clients/Employees		1		1	1		3
C 3,4	How Decision Making Works	1	1	1		1		4
C 4	What & Why of Power Relationships		1			1		2
IC 3	What's Your Role in Groups		1	1				2
IC 5	How to Build Teamwork			2				2
IC 1	Support on the Job			1				1
IC 1,6	Dealing With Outside Agency		1		3	1		5
IC 1	Working in People's Homes				1			1
IC 1	Working With Children					1		1
	TOTAL REQUESTS FOR TASK CATEGORY 3							55
R5,TT	Research for Training Devel.					1		1
W3,4 TT	Writing Training Packets	1		1		1		3
R5,TT	Organization of In-Service TD		1			1		2
TT,IC1	Teaching In-Service Train.	1		1	1			3

SECTION D
MODULES ANALYSIS
TOP TEN

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL RE- QUEST (4
T, L/S 5	Leading a Group Discussion				1			1
T, L/S 4	Teachers as Public Speakers				1			1
T, IC3	Group Dynamics in the Classrm.	2						2
	TOTAL REQUESTS FOR TASK CATEGORY			4				13
R5, W5	Researching Policy Ques.		1		1			2
R5, G	Researching Funding Sources		1					1
R 5	Organizing Policy				2			2
R5, MG	Organizing Mang. Issues		1		1			2
G	The Process of Grantman-Ship		1	2	1			4
W5, MG	How to Write Policy Statements		2					2
W 5	Editing and Proofreading				1			1
IC 7	Interviewing Prospective Workers	1		1				2
/S2, IC1	Listening and Speaking to Problems	2				1		3

SECTION D
MODULES ANALYSIS
TOP TEN

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL RE QUEST (4
IC 2	Planning Staff Meetings			1	1			2
IC 2	How to Run Staff Meetings	1		2	1	1		5
IC 6	Building Network-For & Inf.			1	1			2
IC 7	Conducting Interviews				1			1
IC 3,4	Group Decision Making	1	1		1	2		5
IC4,MG	Organizational Structure				1			1
	TOTAL REQUESTS FOR TASK CATEGORY 5							34
W5,MG	Writing Policy Materials		2		1	1		4
W 6	Editing Policy Documents					1		1
IC 5	Building Planning Teams			1				1
IC4,MG	Organizational Analysis/Planning		1			1		2
	TOTAL REQUESTS FOR TASK CATEGORY 6							8
R 4	Reading Technical Info.				1			1
R 4	Analyzing Technical Info.				2			2
W 4	Writing Technical Documentation	1		1	1			3

SECTION D
MODULES ANALYSIS
TOP TEN

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL REQUEST (4
W 4	Writing Formal Reports				2			2
L/S 2	Explaning Technical Info.				1			1
L/S 4	Formal Public Speaking			1		2		3
IC 1	Being a "Helper" on the Job					1		1
	TOTAL REQUESTS FOR TASK CATEGORY 7							
IC 5	Building Work Teams		1			1		1
	TOTAL REQUESTS FOR TASK CATEGORIES 8,9							
	TOTAL REQUESTS FOR MODULES IN TOP TEN ANALYSIS							399

TOP TEN REQUESTS - MISCELLANEOUS

The following is a list of requests made by staff for Modules which are related to Communication Skills but not inherent in the up coming program.

Total people requesting miscellaneous in other Modules 22.

MODULES	ADM.	MID. MA	MID./LINE	SUP./LINE	LINE	TECH.	TOTAL
tmanship	1	4	2	1			8
her Training	1	2	1	2	2		8
gement/Policy	4	1		2			7
istics/Math	1	2		1	1		5
anship					2		2
nd Lanugage ning				1	1		2
uter Operation					2		2
nce		1			1		2
er's Ed.			1				1
hic Arts Layout			1				1
d Writing					1		1
omics	1						1
eting	1						1

TOTAL REQUEST 41

SECTION D
MODULES ANALYSIS
OVERALL POPULARITY

Appendix C

Exhibit B

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 19/15	TECH. 5/5	TOTAL RE QUEST
R 5	How to Read Charts/Graphs Forms	1	3	3	6	10	1	24
R 1	Ind. Spelling Improvement		3	1	4	8		16
OM	Basic Statistics	1	2		5	4		12
R 1	Filing and Alphabetizing					2		2
W 1	To Capitalize or Not	1	3		1	6		11
W 1	What Goes There-Punctua.		3	3	3	8		17
R 2	Which Word Fits Best		4	3	7	6		20
L/S 2	Following Spoken Directions		2		1	3		6
L/S 2	Saying What You Want to Say	1	4	3	6	7		21
IC 5	Sharing Info.	1	2		4	6		13
IC 1	Sharing Records	1			2	4		7
	TOTAL REQUESTS FOR TASK CATEGORY 1							149
R 2	Meaning Thru. Word Parts-Voc.		2	1	3	6		12
R 2	Meaning Thru. Context-Voc.		2		4	8		14
R 3	Reading Aloud		1		3	2		6
R 4	Determining the Main Idea		1	1	5	5		12
R 4	Reading Between the Lines		2	2	4	5		13

SECTION D
MODULES ANALYSIS
OVERALL POPULARITY

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL QUEST	RE (4
R 4	What is the Author Saying				1	4		5	1
R 5	How to Study		2		2	7		11	1
R 5	Taking Notes & Writing Outlines		2	1	5	6		14	1
R 5	Speed Reading	2	3	4	5	8		22	2
R 4	Is That Fact or Opinion		3		1	1		5	2
R 4	Understanding Varied Mater.		3		2	3		8	2
R 5	Using Journals & Periodicals		2		2	4		8	2
W 2	How to Write a Paragraph		2	2	4	7		15	2
2,3	How to Write Clear Sentences		3	2	6	9		20	2
W 3	How to Write Reports		5	3	3	9		20	2
3,4	How to Write Qt./An. Reports	1	5	2	4	5		17	2
W 3	How to Write Summaries		4	1	4	7		16	2
W 4	Styles of Writing	2	3	1	2	6		14	2
W 6	How to Edit Someone's Writ.	2	2	3	3	6		16	3
R 1	Spelling Improvement	1	1	2	5	6		15	3
W 1	Capitalization/ Punctuation	1	2	1	3	8		15	3
R 2	Vocabulary Development	1	3	2	5	7		18	3

SECTION D
MODULES ANALYSIS
OVERALL POPULARITY

Appendix C

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL QUEST	RE (4
3,4	How to Write a Letter		3		1	3		7	34
3,4	How to Write Minutes		1	2	2	4		9	35
3,4 G	Proposal Writing	1	5	2	1	7		16	36
W 6	Proofreading	1	1	2	2	6		12	37
W 0	Writing Under Pressure	2	5	4	4	3		18	38
5, W5	How to do Research	1	2		5	6		13	39
W 3	How to Write Memos		3		2	3		8	40
T	How to do Written Translation		2	1	3	5		11	41
L/S 1,2	How to Speak Clearly/ Logically	1	5	3	3	8		20	42
L/S 4	How to Speak Before a Group	1	5	3	7	9		25	43
L/s 3	Hearing What's Being Said	1	3	1	1	3		9	44
L/S 2	Listening for the Main Idea	1	3		3	6		13	45
L/S 7	How to Use Media/Idea Promotion	1	1		2	4		8	46
L/S 6	How to Debate Your Point	1	3	4	4	3		15	47
/S 4,R5	Research & Organization-Speech	1	3	1	1	3		9	48
L/S 5	Group Discussion	2	2	1	2	2		9	49

SECTION D
MODULES ANALYSIS
OVERALL POPULARITY

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL QUEST
/S2,IC1	How to Convince People	1	4	4	4	5		18
IC 1	Understanding Commun, Style	2	2	1	2			7
C1,L/S2	Listen/Respon. to Verbal Pre.	2	3	1	1	4		11
C1, T	Cross Cultural Translation	2				2		4
IC 3	How & Why Groups Work	2		1		2		5
IC 2	How to Make Meetings Work	3	3	4	5	4		19
IC 3	How Groups Develop	2	1		2	2		7
IC 7	How to Interview		6	1	6	5		18
T	Translating Under Pressure	1	4			2		7
IC 5	How to Build Team Work	3	4	2	3	4		16
IC 3	What Goes on in Groups	2	1	1	1	2		7
	TOTAL REQUESTS FOR TASK CATEGORY 2							617
R 4	Analysis of Written Info.	1	1			2		4
[illegible], IC 1	Tactfulness in Written Form	1	4	2	3	4		14
6, IC 1	Criticism of Someone's Wri.	3	1		1	2		7
W 4	Development of Writing Style	2	3	3	3	6		17
4, IC 1	Writing to Reach Your Audience	2	3	3	2	4		14

Appendix C

SECTION D
MODULES ANALYSIS
OVERALL POPULARITY

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL QUEST
L/S 3	Interpretation & Evaluation	2	4		4	5		15
L/S 2	Response to Spoken Comment	2	4	1		6		13
/S2, IC1	Your Body Language	3	5		1	2		11
L/S 4	Speaking to Your Audience	2	4	2	2	6		16
L/S 7	Use of Media to Suit Purpose	2	1		1	3		7
/S 2, 4	Development of Speaking Styles	2	5	2	5	5		19
/S2, IC1	Tactfully Saying the Necessary	1	4	5	3	5		19
IC 1	Your Commun. Style	2	5	1	3	5		16
IC1, T	Cross Cultural Translation	1	2	1		3		7
IC 3	How to Make Groups Work	2	2	1	3	5		13
IC 6	Set-Up Informal/Formal Network	1	2	1	2	1		7
IC 1	Sharing Space & Equipment				2	2		4
I 7	Interviewing Clients/Employees	1	4		2	4		11
IC3,4	How Decision Making Works	2	4	2	3	3		14
IC 4	What & Why of Power Relationships	2	4	1	2	3		12
IC 3	What's Your Role in Groups	2	2	1	1	2		8

SECTION D
MODULES ANALYSIS
OVERALL POPULARITY

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL QUEST	RE (4
IC 5	How to Build Teamwork	2	3	2	2	3		12	82
IC 1	Support on the Job	2	3	2	1	5		13	83
IC 1,6	Dealing With Outside Agency	2	2	2	4	5		15	84
IC 1	Working in People's Homes	2	1	1	1	2		7	85
IC 1	Working With Children	2		1		4		7	86
	TOTAL REQUEST FOR TASK CATEGORY 3							302	
R5, TT	Research for Training Devel.	2	3	3	2	3	1	14	87
3,4, TT	Preparation of Materials for TD	2	2	1	2	1		8	88
R5, TT	Writing Training Packets	2	4	2	5	4		17	89
3,4,TT	Editing Training Materials	2	1	2	3	5		13	90
R5,TT	Organization of In-Service TD	2	2	2		1		7	91
C1,TT	Teaching In-Service Training	2	2	3	2	4		13	92
/S 7,TT	Media and Teach.	2	1	1	1	3		8	93
/S 5,TT	Leading a Group Discussion	2	1	1		2		6	94
/S 4,TT	Teachers as Public Speakers	2	2		1	2		7	95
C 3, TT	Group/Dynamics in Classroom	3	1			1		5	96
C 4, TT	Teacher/Student Relationship	2	1	1		2		6	97

SECTION D
MODULES ANALYSIS
OVERALL POPULARITY

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL QUEST	RE (4
C5,TT	Team Building in Classroom	2	1	1		3		7	9
	TOTAL REQUESTS FOR TASK CATEGORY 4							111	
R5, MG	Researching Policy Ques.	1	4	1	3	2		11	9
R5, G	Researching Funding Sources	1	3		2	2		8	10
R 5	Organizing Policy	2	2		2	1		7	10
R5, MG	Organizing Management Issues	1	3	3	2	3		12	10
G	The Process of Grantsmanship	2	5	2	2	1		12	10
W5, MG	How to Write Policy Statemts.	1	5	1	4	1		12	10
W 6	Editing and Proofreading	3	2	2	1	2		10	10
IC 7	Interviewing Prospective Workers	2	6	3	4	2		17	10
/S2, IC1	Listening and Speaking to Problems	3	2	2	2	3		12	10
/S2,IC1	Listening and Speaking to Complaints	3	2		2	3		10	10
/S2,IC1	Listening and Speaking to Emergency	2	1	1	1	3		8	10
IC 2	Planning Staff Meetings	2	1	1	3	1		8	11
IC 1	Interpersonal Communication	2	3		2	1		8	11

SECTION D
MODULES ANALYSIS
OVERALL POPULARITY

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL QUEST	R (
IC 2	How to Run Staff Meetings	3	2	1	3	2		11	1
IC 6	Building Netwk. For. & Info.	2	2	1		1		6	1
IC 7	Conducting Interviews	3	3		2	2		11	1
IC3,4	Group Decision Making	2	1		1	4		8	1
C4, MG	Organizational Structure	2	3	1	2	1		9	1
	TOTAL REQUEST FOR TASK CATEGORY 5							180	
R5, MG	Reaching Organizational Dev.	1	2					3	1
W5, MG	Writing Policy Materials	1	4	1	3	3		12	1
W 6	Editing Policy Documents	2	2			3		7	1
IC 5	Coordinating Planning Committees	2	2	2	2	1		9	1
IC 5	Building Planning Teams	2	1	1		2		6	1
C4, MG	Organizational Analysis/Planning	2	3		1	2		8	1
	TOTAL REQUESTS FOR TASK CATEGORY 6							45	
R 4	Reading Technical Info.	1	1		2	1	1	6	1
R 4	Analyzing Technical Info.	1	2		2	1		6	1
W 4	Writing Technical Documentation	1		1	2	2		6	1

SECTION D
MODULES ANALYSIS
OVERALL POPULARITY

AREA AND GENERIC SKILLS	MODULES	ADM. 4/4	MID. MA. 6/6	MID./LINE 8/7	SUP./LINE 13/11	LINE 18/15	TECH. 5/5	TOTAL RE QUEST (	
W 4	Writing Formal Reports	1	1	2	2	2		8	12
L/S 2	Explaining Technical Info.	1	1	1	1	2		6	12
L/S 4	Formal Public Speaking	1	2			2		5	12
L/S 4	Technical/Formal Presentation	1	1			1		3	12
IC 1	Being a "Helper" on the Job		2		1	2		5	13
	TOTAL REQUEST FOR TASK CATEGORY 7							45	
R4, 5	Following Directions/ Equipment		1		1	1		3	13
IC 1	Sharing Equipment				1	2		3	13
IC 5	Building Work Teams		1		2	1		4	13
IC 1	Communication With Community		1		2	2		5	13
	TOTAL REQUEST FOR TASK CATEGORY 8,9							15	

TOTAL MODULES REQUESTED 1,464

SECTION D
SKILLS ANALYSIS Exhibit C

AREA: code	Generic Skills specific skills	Adm. 4/4	Mid.Ma. 6/6	Mid/Line 8/7	Sup/Line 13/11	Line 18/15	Tech, 5/5	Total Request (48)	% Total Staff Nee
READING:									
R1	Word Recognition sight vocabulary phonic analysis structural analysis spelling	1	5	4	7	13	1	31	64%
R2	Vocabulary context clues word structure dictionary shades of meaning sources of words technical vocabulary	1	7	3	10	14	1	36	75%
R3	Oral Reading demonstration of comp.		1		4	3		8	16%
R4	Comprehension Literal recall interpretive evaluative/critical		5	4	8	8	1	26	54%
R5	Study Skills book parts pictorial/graphic mat. organizatinal skills reading rates reference/research skill	3	6	5	10	12	2	38	79%
R6	Literature recognition of types recognition of styles forms of discourse		3	2	4	5		14	29%
PERCEIVED AREA SKILL NEEDS OF STAFF PREPARE TOTALS		5	27	18	43	68	5	153	

SECTION D
SKILLS ANALYSIS

AREA: code WRITING:	Generic Skills specific skills	Adm. 4/4	Mid.Ma. 6/6	Mid/Line 8/7	Sup/Line 13 11	Line 18/15	Tech. 5/5	Total Request 48	%Total Staff Need
W1	Mechanics capitalization punctuation spelling manuscript conventions	1	4	3	8	12	1	29	60%
W2	Usage verbs nouns/pronouns other parts of speech		4	4	10	15	1	34	70%
W3	Structure sentence patterns paragraph patterns composition patterns	1	6	4	10	13	1	35	73%
W4	Style clarity of expression word choice	3	6	5	6	10		30	63%
W5	Research integrity of writing/ research use of written lang.	1	4	1	7	8		21	44%
W6	Editing analysis correction	3	4	4	4	11		26	54%
PERCEIVED AREA SKILL NEEDS OF STAFF RESPONSE TOTALS		9	28	21	45	69	3	204	

SECTION D

SKILLS ANALYSIS

AREA: code	Generic Skills specific skills	Adm. 4/4	Mid Ma 6/6	Mid/Line 8/7	Sub/Line 13/11	Line 18/15	Tech 5/5	Total Request 48	%Total Staff Need
LISTENING: SPEAKING:									
L/S1	Voice and Diction. pronunciation/articulation volume expressiveness	1	6	3	4	11	1	26	54%
L/S2	Communication Process general skills non-verbal verbal listening delivery	3	6	6	9	14		38	79%
L/S3	Oral Interpretation content analysis delivery	2	5	2	4	11		24	50%
L/S4	Public Speaking purpose research organization analysis	1	6	4	5	10		26	54%
L/S5	Group Discussion discussion problem solving panel discussion	2	4	4	5	5		20	42%
L/S6	Debate organization delivery	1	5	4	5	5		20	42%
L/S7	Media general skills analysis	2	2	1	3	5		13	27%
PERCEIVED AREA SKILL NEEDS OF STAFF PREPARE TOTALS		12	34	24	35	61	1	167	

SECTION D
SKILLS ANALYSIS

AREA: code	General Skills specific skills	Adm. 4/4	Mid.Ma. 6/6	Mid/Line 8/7	Sup/Line 13/11	Line 18/15	Tech. 5/5	Total Request 48	%Total Staff Need
INTERPERSONAL COMMUNICATION:									
IC 1	Interpersonal Comm. communication style impact style adjustmentof style	3	6	5	8	12		34	71%
IC 2	Making Meetings Work group dynamics decision making proc. group interpersonal comm.	3	4	4	5	6		25	52%
IC 3	Group Dynamics stages of process anaylsis of group behavior anaylsis of personal role	3	5	4	6	9		27	56%
IC 4	Power Relationships role of power influence of power power in organization/work	2	5	4	5	7		25	52%
IC 5	Team Building goals of work group dynamics decision making interpersonal comm.	3	4	4	6	9	1	27	56%
IC 6	Networking importance and use building networks interpersonal comm.	2	4	3	5	7		21	44%
IC 7	Interviewing interpersonal comm. goals & organization conducting	2	6	4	8	11		31	65%
PERCEIVED AREA SKILL NEEDS OF STAFF	RESPONSE TOTALS	18	34	28	48	61	1	190	

SECTION D
SKILLS ANALYSIS

AREA: CODE OTHER:	Generic Skills	Adm. 4/4	Mid./Ma 6/6	Mid./Line 8/7	Sup./Line 13/11	Line 18/15	Tech. 5/5	Total Request (48)	% Total
TT	Teacher Training	1	4	3	7	6	1	28	46%
G	Grantsmanship		4	2	2	1		9	19%
MG	Management	1	2	2	3	3		11	23%
T	Translation		3	1	1	2		7	15%
M	Math	2	2	1	3	3		11	23%

Appendix C

Exhibit D

SECTION D
MODULES COLLAPSE

Proposed Priority Of Module Development

LEVEL CODE

b - Basic/ Fundamental
d - Developmenta
a - Advanced

Generic Module (to be broken into specifics)	Related Specific Modules	Levels	Total Requests
Reading			
Vocabulary Development	7,12,13,33,62	b-a	67
How to Study	18,19,23,39,48, 129	b-d	48
Research Technical/Policy	87,99,117,122	d-a	36
Comprehension-Critical/Evaluative	17,122,66,61	d-a	35
Spelling Improvement	2,31	b-a	31
Speed Reading	20,22	d-a	30
Comprehension-Graphic/Pictoral	1,22	b-a	30
Comprehension-Literal	15,21,22,33	b-d	28
Record Keeping	2,125,11	b	17
Comprehension-Interpretive	16,21,124	d-a	16
Writing			
Advanced Organizational Writing	27,35,101,102, 104,118,122	d-a	81
Development Writing Style	29,62,64,65,118	b-a	69
Editing and Criticsm	30,37,63,105,119	d-a	52
Basic Writing Skills	24,25,28	b-d	51
Writing-Mechanics/Usage	5,6,32	b-d	46
Fundamental Organizational Writing	26,34,40,126	b-d	40
Listening/Speaking			
How to Speak Before a Group	42,43,50,69, 71,95,128	b-a	110
Informal Verbal Presentations	9,42,52,107,108, 109,127	b-d	93

Appendix C

SECTION D
MODULES COLLAPSE

Proposed Priority Of Module Development

LEVEL CODE

b - Basic/
Fundamental
d - Developmental
a - Advanced

Generic Module (to be broken into specifics)	Related Specific Modules	Levels	Total Request
Listening/Speaking Cont.			
How to Debate	47,50,52,69,71	d-a	79
Listening Comprehension	8,14,44,45,52,66, 131	b-a	63
Group Discussion	49,60,75,94,115	b-a	43
Use of Media	46,70,93,129	d-a	26
Interpersonal Communication			
Working with Community	53,72,78,85,86,107 108,109,130,134,	b-a	75
Interpersonal Communication	51,72,73,111,130	b-a	66
Team Building	56,59,81,82,98, 121,133	b-a	60
Making Meetings Work	55,79,112,120	d-a	58
Interviewing	57,78,106,144	b-a	57
Sharing of Space/Support	10,11,77,83,130, 132	b-a	57
Organizational/Power Analysis	80,101,102,116,121	b-a	48
Group Dynamics	49,54,56,60,75, 81,96	b-a	47
Networking	71,76,84,113	b-a	42
Others			
Teacher Training	87-98	d-a	111
Grantsmanship	36,38,50,84,100,103	a	80
Translation Written/Oral	41,58,68,53,74	b-a	40
Basic Math/Statistics	3, others	b	12

Appendix D

Skills Matrix

Appendix D

COMMUNICATIONS & INTERPERSONAL SKILLS ANALYSIS

BOSTON ENVIRONMENTAL HEALTH IMPROVEMENT PROGRAM

GENERIC CLUSTERS

AND

SPECIFIC TASKS

READING

- Word Recognition
  - Basic word meaning
  - Phonics
  - Alphabetizing
  - Word structure
  - Spelling
- Vocabulary
  - Context clues
  - Word structure
  - Dictionary skills
  - Varieties/shades of meaning
  - Sources of words
  - Technical vocabulary
- Oral Reading
  - Reads with fluency
  - Demonstrates comprehension
- Comprehension
  - Literal recall
  - Interpretative
  - Critical/evaluative
- Study Skills
  - Book parts
  - Pictorial/graphic materials
  - Organizational skills
  - Reading rates
  - Reference & research skills
- Literature
  - Recognizes types
  - Recognizes style
  - Forms of literature

WRITING

- Mechanics
  - Capitalization
  - Punctuation
  - Spelling
  - Manuscript/cursive conventions
- Usage
  - Verbs
  - Nouns and pronouns
  - Other parts of speech
- Structure
  - Sentence patterns
  - Paragraph patterns
  - Composition patterns
- Style
  - Clarity of expression
  - Word choice
- Research
  - Integrity of writing/research
  - Use of written language
- Editing
  - Analysis
  - Correction

I. RECORD KEEPING

- A. Daily reports/logs
- B. Check-off forms
- C. Fill-in-blank
- D. Short commentary forms
- E. Phone messages
- F. Personal/Record keeping
- G. Filing
- H. Requisitions
- I. Inventories
- J. Weekly reports
- K. Travel records
- L. Minutes
- M. Medical Records
- N. Scheduling
- O. Individual Attendance
- P. Organizational Attendance
- Q. Note Repairs and lot changes
- R. Update TA maps
- S. Statistical Compilation

II. COMMUNICATIONS WRITTEN/ORAL

- A. Form letters/Literature
  - 1. Internal
  - 2. Community individuals — NA
  - 3. Other agencies
- B. Crafted letters
  - 1. Internal
  - 2. Comm Ind.
  - 3. Other Agencies
- C. Memos
- D. Phone usage
  - 1. Internal — NA
  - 2. To/from community Ind. — NA
  - 3. To/from other agencies — NA
- E. Translation
  - 1. Written
  - 2. Oral — NA
- F. Oral presentations — NA
- G. Staff meetings
  - 1. Chairing — NA
  - 2. Participating — NA
  - 3. Notetaking
- H. Problem reports
- I. Emergency reports
- J. Quarterly reports
- K. Annual reports
- L. General reports

2. Community individuals	NA
3. Other agencies	
B. Crafted letters	
1. Internal	
2. Comm Ind.	
3. Other Agencies	
C. Memos	
D. Phone usage	
1. Internal	NA
2. To/from community Ind.	NA
3. To/from other agencies	NA
E. Translation	
1. Written	
2. Oral	NA
F. Oral presentations	NA
G. Staff meetings	
1. Chairing	NA
2. Participating	NA
3. Notetaking	
H. Problem reports	
I. Emergency reports	
J. Quarterly reports	
K. Annual reports	
L. General reports	
M. Proposal Writing	
N. Publications (brochure fliers)	
O. Committee Meeting	
1. planning	NA
2. research	
3. participation	NA
4. documentation	
III. INTERPERSONAL RELATIONS	
A. Co-Worker/Co-Worker	
1. Shares space	NA
2. Shares responsibility	NA
3. Shares equipment	NA
4. Shares information	
5. Supportive of co-workers	NA

COMMUNICATIONS & INTERPERSONAL SKILLS ANALYSIS

BOSTON ENVIRONMENTAL HEALTH IMPROVEMENT PROGRAM

READING: Word Recognition (Basic word meaning, Phonics, Alphabetizing, Word structure, Spelling); Vocabulary (Context clues, Word structure, Dictionary skills, Varieties/shades of meaning, Sources of words, Technical vocabulary); Oral Reading (Reads with fluency, Demonstrates comprehension); Comprehension (Literal recall, Interpretative, Critical/evaluative); Study Skills (Book parts, Pictorial/graphic materials, Organizational skills, Reading rate, Reference & research skills); Literature (Recognizes types, Recognizes style, Forms of discourse)

Mechanics (Capitalization, Punctuation, Spelling, Manuscript conventions); Usage (Verbs, Nouns and pronouns, Other parts of speech); Structure (Sentence patterns, Paragraph patterns, Composition patterns); Style (Clarity of expression, Word choice); Research (Integrity of writing/research, Use of written sources); Editing (Analysis, Correction)

GENERIC CLUSTERS AND SPECIFIC TASKS	
B.Supervisor/Employee	
1.Assigns tasks	NA
2.Receives task assignment	
3.Gives reward	NA
4.Accepts reward	
5.Reprimand	
6.Supportive of subordinates	NA
7.Supportive of supervisor	NA
8.Shares information with supervisor	NA
9.Shares information with subordinates	NA
C.Interdepartmental co-worker	
1.Shares space	NA
2.Shares responsibility	NA
3.Shares equipment	NA
4.Shares information	NA
5.Supportive of co-workers	NA
6.Organizes staff social activities	
D.Employee/Community Residents	
1.Educates community a.individuals	
b.groups	
2.Interviews Community Individuals	NA
3.Monitors Individuals for compliance	
4.Does Problem Solving	NA
5.Does Advocacy a.individuals	NA
b.groups	NA
6.Does referral	
E.Employee/other agency	
1.Requests services	NA
2.Requests information	NA
3.Shares responsibility	NA
4.Educates other agency	NA
F.Employee/BCH	
1.Utilizes bureaucratic system	
2.Develops/refines system	
3.Develops/promotes contacts in system	NA
G.Agency/Organizations	
1.Formally represents BEHIP a.Workshops/conferences seminars	NA
b.Community Organizations	NA
c.Agency Collaborations	NA

3.Monitors individuals for compliance	
4.Does Problem Solving	N/A
5.Does Advocacy a.individuals	NA
b.groups	N/
6.Does referral	
E.Employee/other agency 1.Requests services	N/
2.Requests information	N/
3.Shares responsibility	N/A
4.Educates other agency	NA
F.Employee/BCH 1.utilizes bureaucratic system	
2.Develops/refines system	
3.Develops/promotes contacts in system	N/
G.Agency/Organizations 1.Formally represents BCHIP a.Workshops/conferences seminars	NA
b.Community Organizations	NA
c.Agency Collaborations	NA
d.Funding Sources	N/A
e.Media	NA
f.legal system	NA
H.Temporary Substitution for another employee	NA
IV. ORIENTATION/OJT	
A.Developing training materials	
B.Training-Implementation	
C.Agency orientation	NA
D.Job orientation	NA
E.In-service training	
F.Prepares and tests for extermination license	
V.ADMINISTRATION	
A.Supervision 1.Hire/fire	NA
2.Evaluation	NA
3.Monitor	NA
4.Delegation	NA
B.Coordination 1.scheduling	
2.inter-departmental	
C.Trouble Shooting	N/A
D.Arbitration	N/A

106

[illegible]

and

[illegible]

[illegible]				
Phonics	Recognition			
Alphabetical				
Word structure				
Spelling				
Context clues	Vocabulary			
Word structure				
Dictionary skills				
Variant meanings of words				
[illegible]				
Technical [illegible]				
Reading with [illegible]	[illegible]			
[illegible]				
Literal recall	Comprehension			
Interpretative				
Critical [illegible]				
Book parts	Study skills			
Pictorial/graphic [illegible]				
Organizational skill				
Reading rates				
Reference [illegible]				
Recognizing types	Literature			
Recognizing style				
[illegible] of [illegible]				
Capitalization	Mechanics			
Punctuation				
Spelling				
Manuscript [illegible]				
Verbs	Usage			
Nouns [illegible]				
[illegible] of speech				
Sentence patterns	Structure			
Paragraph patterns				
Composition patterns				
Clarity of expressions	Style			
[illegible]				
Integrity of writing/research	Research			
[illegible]				
Analysis	Editing			
Correction				

[illegible]

C.Use artistic ed form.

[illegible]

BOSTON
ENVIRONMENTAL
HEALTH
IMPROVEMENT
PROGRAM

	LISTENING & SPEAKING																					INTERPERSONAL COMMUNICATION																					
	Voice & Diction			Communication Process					Oral Interpretation		Public Speaking				Group Discussion			Debate		Media		Interpersonal Communication			Making Meetings Work			Group Dynamics			Power Relationships			Team Building				Networking			Interviewing		
GENERIC CLUSTERS AND SPECIFIC TASKS	Pronunciation/articulation	Volume	Expressiveness	General skills	Non-verbal	Verbal	Listening	Delivery	Content analysis	Delivery	Purpose	Research	Organization	Analysis	Discussion	Problem solving	Panel discussion	Organization	Delivery	General skills	Analysis	Communication style	Impact of style	Adjustment of style	Group dynamics	Decision-making process	Group interpersonal [illegible]	Stages of process	Analysis of group behavior	Analysis of personal role	Role of power	Influence of power	Power in organization & work	Goals of work	Group dynamics	Decision making	Interpersonal communication	Importance and use	Building networks	Interpersonal communication	Interpersonal communication	Goals and organization	Conducting
I.RECORD KEEPING																																											
A.Daily reports/logs																																											
B.Check-off forms																																											
C.Fill-in-blank																																											
D.Short commentary forms																																											
E.Phone messages																																											
F.Personnel/Record keeping																																											
G.Filing																																											
H.Acquisitions																																											
I.Inventories																																											
J.Weekly reports																																											
K.Travel records																																											
L.Minutes																																											
M.Medical Records																																											
N.Scheduling																																											
O.Individual Attendance																																											
P.Organizational Attendance																																											
Q.Note Premise and lot changes																																											
R.Update TA maps																																											
S.Statistical Compilation																																											
II.COMMUNICATIONS WRITTEN/ORAL																																											
A.Form letters/Literature																																											
1.Internal																																											
2.Community individuals																																											
3.Other agencies																																											
B.Drafted letters																																											
1.Internal																																											
2.Comm Ind.																																											
3.Other Agencies																																											
C.Memos																																											
D.Phone usage																																											
1.Internal	X	X	X	X		X	X	X	X	X																																	
2.To/from community ind.	X	X	X	X		X		X	X	X	X	X	X	X																													
3.To/from other agencies	X	X	X	X		X	X	X	X	X	X	X		X																													
E.Translation																																											
1.Written																																											
2.Oral	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																			

A. Form letters/Literature
  1. Internal
  2. Community individuals
  3. Other agencies

B. Drafted letters
  1. Internal
  2. Comm Ind.
  3. Other Agencies

C. Memos

D. Phone usage
  1. Internal
  2. To/from community Ind.
  3. To/from other agencies

E. Translation
  1. Written
  2. Oral

F. Oral presentations

G. Staff meetings
  1. Chairing
  2. Participating
  3. Notetaking N/A

H. Problem reports [illegible]

I. Emergency reports [illegible]

J. Quarterly reports

K. Annual reports

L. General reports

M. Proposal Writing

N. Publications (brochure fliers)

O. Committee Meeting
  1. planning
  2. research
  3. participation
  4. documentation

III. INTERPERSONAL RELATIONS

A. Co-Worker/Co-Worker
  1. Shares space
  2. Shares responsibility
  3. Shares equipment
  4. Shares information
  5. Supportive of co-workers

COMMUNICATIONS & INTERPERSONAL SKILLS ANALYSIS

BOSTON ENVIRONMENTAL HEALTH IMPROVEMENT PROGRAM

GENERIC CLUSTERS AND SPECIFIC TASKS	LISTENING & SPEAKING																					INTERPERSONAL COMMUNICATIONS																					
	Oral Diction			Communication Process					Oral Interpretation		Public Speaking				Group Discussion			Debate		Media		Interpersonal Communication			Making Meetings Work			Group Dynamics			Power Relationships			Team Building				Networking			Interviewing		
	Pronunciation/articulation	Volume	Enunciation	General skills	Non-verbal	Verbal	Listening	Delivery	Content analysis	Delivery	Purpose	Research	Organization	Analysis	Discussion	Problem solving	Panel discussion	Organization	Delivery	General skills	Analysis	Communication style	Impact of style	Adjustment of style	Group dynamics	Decision-making process	Group interpersonal dynamics	Stages of process	Analysis of group behavior	Analysis of personal role	Role of power	Influence of power	Power in organization & work	Goals of work	Group dynamics	Decision making	Interpersonal communication	Competence and peer	Building networks	Intercultural communication	Interpersonal communication	Model and organization	Conducting
B.Supervisor/Employee																						X	X	X							X	X	X	X	X	X	X						
1.Assigns tasks	X	X	X	X	X	X	X	X														X	X	X							X		X	X	X	X	X						
2.Receives task assignment				X			X		X	X												X	X	X							X			X									
3.Gives reward	X	X	X	X	X	X	X	X	X	X												X	X	X							X		X	X	X								
4.Accepts reward				X			X		X	X												X	X	X							X	X	X	X	X	X	X						
5.Reprimand	X	X	X	X	X	X	X	X	X	X												X	X	X	X	X	X				X		X	X	X								
6.Supportive of subordinates																						X	X	X							X		X	X		X							
7.Supportive of supervisor																						X	X	X									X	X		X	X	X		X			
8.Shares information with supervisor	X	X	X	X	X	X	X	X	X	X												X	X	X									X	X	X	X	X	X	X	X			
9.Shares information with subordinates	X	X	X	X	X	X	X	X	X	X																																	
C.Interdepartmental co-worker																						X	X	X				X	X	X	X		X	X									
1.Shares space																						X	X	X		X	X	X	X	X			X	X	X	X	X	X	X	X			
2.Shares responsibility																						X	X	X				X	X	X			X	X		X							
3.Shares equipment																						X	X	X										X		X		X	X	X			
4.Shares information	X	X	X	X	X	X	X	X	X	X												X	X	X				X	X	X	X		X	X	X	X	X						
5.Supportive of co-workers																						X	X	X				X	X	X				X	X	X	X						
6.Organizes staff social activities	X	X	X	X	X	X	X	X	X	X	X	X	X	X																													
D.Employee/Community Residents																																											
1.Educates community																						X	X	X							X	X									X	X	X
a.individuals	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X	X	X				X	X	X	X	X											
b.groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																	X	X	X
2.Interviews Community Individuals	X	X	X	X	X	X	X	X	X	X												X	X	X							X	X									X	X	X
3.Monitors individuals for compliance	X	X	X	X	X	X	X	X	X	X								X	X							X					X	X	X					X	X				
4.Does Problem Solving	X	X	X	X	X	X	X	X	X	X																																	
5.Does Advocacy																						X	X	X							X	X	X					X	X	X	X	X	X
a.individuals	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X				X	X	X	X	X	X					X	X	X	X	X	X
b.groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X							X		X					X	X	X	X	X	X
6.Does referral	X	X	X	X	X	X	X	X	X	X	X	X																															
E.Employee/other agency																						X	X	X									X					X	X	X	X	X	X
1.Requests services	X	X	X	X	X	X	X	X	X	X												X	X	X														X	X	X	X	X	X
2.Requests information	X	X	X	X	X	X	X	X	X	X												X	X	X				X	X	X				X	X	X	X	X	X	X			
3.Shares responsibility																						X	X	X				X	X	X	X	X	X										
4.Educates other agency	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																						
F.Employee/BCH																						X	X	X														X	X	X			
1.Utilizes bureaucratic system	X	X	X	X	X	X	X	X	X	X												X	X	X														X	X	X			
2.Develops/refines system	X	X	X	X	X	X	X	X	X	X												X	X	X														X	X	X	X	X	X

b.groups
2.Interviews Community Individuals
3.Monitors individuals for compliance
4.Does Problem Solving
5.Does Advocacy
a.individuals
b.groups
6.Does referral
E.Employee/other agency
1.Requests services
2.Requests information
3.Shares responsibility
4.Educates other agency
F.Employee/BCH
1.Utilizes bureaucratic system
2.Develops/refines system
3.Develops/promotes contacts in system
G.Agency/Organizations
1.Formally represents BCHIP
a.Workshops/conferences seminars
b.Community Organizations
c.Agency Collaborations
d.Funding Sources
e.Media
f.legal system
H.Temporary Substitution for another employee

IV. ORIENTATION/OJT

A.Developing training materials
B.Training-implementation
C.Agency orientation
D.Job orientation
E.In-service training
F.Prepares and tests for extermination license

V.ADMINISTRATION

A.Supervision
1.Hire/Fire
2.Evaluation
3.Monitor
4.Delegation
B.Coordination
1.scheduling
2.inter-departmental
C.Trouble Shooting
D.Arbitration

111

BOSTON ENVIRONMENTAL HEALTH IMPROVEMENT PROGRAM

	Voice & Diction			Communication Process					Oral Interpretation		Public Speaking				Group Discussion			Debate		Media		Interpersonal Communication			Making Meetings Work			Group Dynamics			Power Relationships			Team Building				Networking		Interviewing		
GENERIC CLUSTERS AND SPECIFIC TASKS	Pronunciation/articulation	Volume	[illegible]	General skills	Non-verbal	Verbal	Listening	Delivery	Content analysis	Delivery	Purpose	Research	Organization	Analysis	Discussion	Problem solving	Panel discussion	Organization	Delivery	General skills	Analysis	Communication style	Impact of style	Adjustment of style	Group dynamics	Decision-making process	Group interpersonal communication	Stages of process	Analysis of group behavior	Analysis of personal role	Role of power	Influence of power	Power in organization & work	Goals of work	Group dynamics	Decision making	Interpersonal communication	Importance and use	Building networks	Interpersonal communication	Roles and organization	Conducting
E.Group leadership	X	X	X	X	X	X	X	X	X	X												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
F.Decision-making	X	X	X	X	X	X	X	X	X	X												X	X	X									X	X	X	X	X					
G.Brainstorming	X	X	X	X	X	X	X	X	X	X												X	X	X	X	X	X	X	X	X				X		X						
H.Policy-setting	X	X	X	X	X	X	X	X	X	X																					X	X	X	X	X	X	X					
I.Grantsmanship	X	X	X	X	X	X	X	X	X	X																																
J.Fiscal Management																																										
1.payroll																																										
2.bookkeeping																																										
3.annual budget																																										
a.---development																																										
b.---utilization																																										
VI.PLANNING/DEVELOPMENT (LONG-RANGE)																																										
A.Procedural manuals	X	X	X	X	X	X	X	X	X	X					X	X	X																									
B.Development/refinement of forms	X	X	X	X	X	X	X	X	X	X					X	X	X																									
C.Programmatic dev/ref/exp.	X	X	X	X	X	X	X	X	X	X					X	X	X																									
D.Internal agency evaluation	X	X	X	X	X	X	X	X	X	X					X	X	X					X	X	X							X	X	X							X	X	X
VII.UTILIZATION OF TECHNICAL/ MEDICAL/LEGAL EXPERTISE																																										
A.Extermination																																										
1.Checking for active rodent signs NA																																										
2.Mixing bait NA																																										
3.Trapping rodents NA																																										
B.Deleading NA																																										
C.Lab lead-level calculations NA																																										
D.Make x-ray fluorescence calibrations NA																																										
E.Make court appearances	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							
F.Computer operations for title search	X	X	X	X	X	X	X	X	X	X																																
G.Use city agency recordkeeping systems	X	X	X	X	X	X	X	X	X	X												X	X	X																X	X	X
H.Administer fingerstick	X	X	X	X	X	X	X	X	X	X												X	X	X																X	X	X
I.Diagnosis (lead)	X	X	X	X	X	X	X	X	X	X												X	X	X																X	X	X
J.Prescription (lead)	X	X	X	X	X	X	X	X	X	X												X	X	X																X	X	X
K.Medication (lead)	X	X	X	X	X	X	X	X	X	X												X	X	X																X	X	X
VIII.EQUIPMENT OPERATION AND MAINTENANCE																																										

VII. UTILIZATION OF TECHNICAL/ MEDICAL/LEGAL EXPERTISE				
A. Extermination				
1. Checking for active rodent signs	NA			
2. Mixing bait	NA			
3. Trapping rodents	NA			
B. Deleading	NA			
C. Lab lead-level calculations	NA			
D. Make x-ray fluorescence calibrations	NA			
E. Make court appearances		X X X X X X X X X X X X X X X X X X X		
F. Computer operations for title search		X X X X X X X X X X		
G. Use city agency recordkeeping systems		X X X X X X X X X X	X X X	X X X
H. Administer fingerstick		X X X X X X X X X X	X X X	X X X
I. Diagnosis (lead)		X X X X X X X X X X	X X X	X X X
J. Prescription (lead)		X X X X X X X X X X	X X X	X X X
K. Medication (lead)		X X X X X X X X X X	X X X	X X X
VIII. EQUIPMENT OPERATION AND MAINTENANCE				
A. Operation of motor vehicles	NA			
B. Repair of motor vehicles	NA			
C. Use of x-ray fluoroscope	NA			
D. Service check on deleading equip.	NA			
E. Service check/on maintenance/lab equip.	NA			
F. Operate bait mixer	NA			
G. Type		X		
H. Xerox		X		
I. Mimeograph		X		
J. Use stamp machine		X		
K. Use calculator		X		
L. Use adding machine		X		
M. Make simple repair xerox/mimeo				
N. Use audio/video equipment		X X		
O. Use artistic equipment		X X		
IX. MANUAL LABOR				
A. Garbage removal	NA			
B. Building maintenance	NA			
C. Equipment/Supplies pickup		X		
D. "Set-up" for deleading	NA			
E. Clean-up after deleading	NA			

APPENDIX E

Curriculum Design

Appendix E

DEFINITION OF CURRICULUM PROCESS AND TERMINOLOGY

A. GENERIC COMPETENCE:

Generalized capability that can be transfered to other context; a capability being the application of knowledge, skill, and attitude to a purposeful activity with an intended outcome.

GENERIC COMPETENCES

(1) Employee can clearly define a purpose and determine a solution process for him/herself and with others.

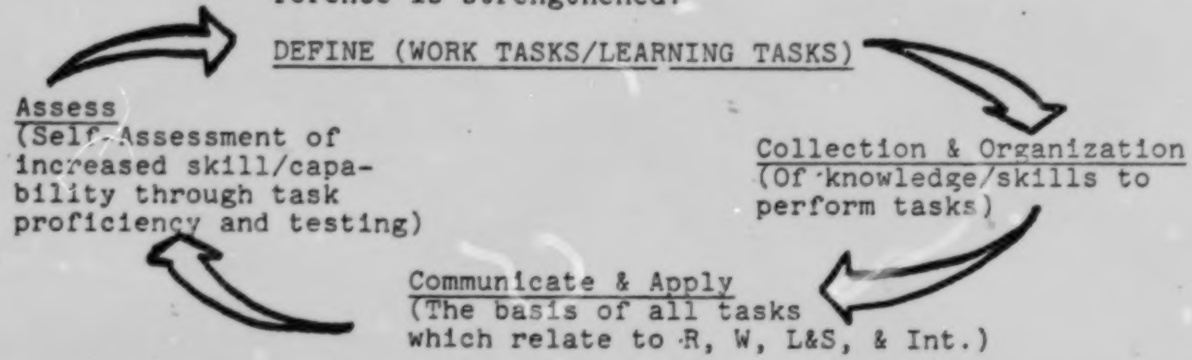
(2) Employee can collect data necessary for a clearly defined purpose by him/herself and with others.

(3) Employee can organize data for a specific purpose in a form which is usable for him/herself and others.

(4) Employee can communicate and/or apply data for a specific purpose.

(5) Employee can assess performance in terms of specific criteria, be able to articulate what he/she has accomplished that fits criteria and what does not meet criteria, and state what he/she could do if gap exists.

Both the work and learning experiences incorporate the above five capabilities in a cyclical process. By paralleling the two experiences, process transference is strengthened.



DEFINE (WORK TASKS/LEARNING TASKS)

Collection & Organization (Of knowledge/skills to perform tasks)

Communicate & Apply (The basis of all tasks which relate to R, W, L&S, & Int.)

Assess (Self-Assessment of increased skill/capability through task proficiency and testing)

B. CLUSTER COMPETNECY:

A circumscribed skill or characteristic necessary for carrying out a discrete portion of a job which can be operationally defined and assessed.

B. RATIONALE:

A statement of the reasons why the competency is considered to be important.

D. STANDARDS:

These operationally define the five generic capabilites appropriate to the job task and state the criteria for quality performance.

E. ASSESSMENT:

The specific methods of measurement used to assess employee performance in both the cognitive and affective domains as outlined in each competency statement's standards. The evaluative process is a triad always including the following:

(1) (Compulsory)	- individual self-assessment with TDP member.
(2) (Select one or combination)	- portfolio/simulation - job performance test - objective test (e.g. paper and pencil test)
(3) (Select one or combination)	- supervisor/observer rating - client rating

Appendix E

PRE-ASSESSMENT PROCESS

Each time you wish to address a competency or take a module that feeds into a competency, you will go through the Pre-Assessment Process. First, by yourself, survey the material and think about the questions raised in Phase I. Do you have any questions? If you do, write them down on this form: Then complete the three phases:

PHASE I -- With the instructor, you will read the competency(s) that you wish to address. You will then identify the skills and knowledge identified in the Standards Section of the Competency Statement(s). Then you will assess or determine what skills and knowledge you have and what skills and knowledge you wish to gain.

PHASE II -- Here, you and your instructor evaluate your skills and knowledge in in terms of the module and/or competency you are addressing. This can be done by looking over job-related work you've done and submitted, by taking diagnostic tests, by completing simulation exercises, or by using some other method of evaluation. There diagnostic methods are always spelled out in the Pre-Assessment Section of the module.

PHASE III -- At this point, you and your instructor discuss your learning needs and interests. Then you negotiate the development of an Individualized Learning Plan. On this you will list the necessary skills and knowledge you already have and the modules or parts of modules that you will need to work on in order to address the competency. It will also include how you will go about addressing the competeny(s), (e.g., learning style, resources, activities, etc.) and the time frame for completion.

Appendix E

MODULE FORMAT

DEFINITION:	An instructional package helping learners to acheive the skills necessary to address a specific or a number of competencies.

CODE ___________

TITLE

PURPOSE:	Why this module is important to learning to demonstrate particular competency.
LEARNING OBJECTIVES:	What learning/instruction outcomes are in the module. These are linked to the competency standards.
PRE-ASSESSMENT:	Self-Assessment and diagnosis provide information to negotiate individual learning plan.
INSTRUCTION:	What's happening in the module. This is broken into three sections (a) course/module description, (b) resource, (c) learning activities which are based on the Learning Objectives.
REQUIREMENTS:	To be used for content modules. Assessment for module and where appropriate may be used to address a whole or part of a competency.
CHECK-OFF:	To be used for skill modules. Measurement of having met LEARNING OBJECTIVES.

CLUSTER COMPETENCY B

READING FOR APPLICATION

COMPETENCY STATEMNT:

Demonstrating the five (5) generic capabilities, employee will perform a job task based on information extracted from written materials.

RATIONALE:

This is an essential and constantly performed competency which applies to all employees whose job responsibilities demand that they read, understand and apply written information. Instructions and regulations provide a common form for reading for application. Sometimes those instructions and regulations are clear, but in other cases they may be imbedded in more complicated material and you must extract what's needed for your purpose. This competency inter-relates with many other competencies and may be addressed while working on other competencies.

STANDARDS:

(1) Employee identifies at least three (3) situations in which he/she must read written materials to apply needed information for specific task. (G. C. 1)

(2) Employee locates sources of information to meet these three (3) situations and obtains needed written materials. (If necessary maintaining confidentiality according to agency policy and procedures.) (G. C. 2)

(3) Employee utilizes "survery reading" skills to determine if all needed materials have been gathered and are appropriate to the task. (G. C. 2)

(4) Employee reads, extracts and organizes needed information from written materials. (G. C. 3)

(5) Employee performs job task applying extracted information. (G.C. 4)

(6) Employee identifies informational content that is important for future use and maintains it. (G. C. 4)

(7) Employee assesses his/her performance in terms of the following:(G.C

- (1) What information was I looking for?
- (2) What did I need that information for?
- (3) Was I able to find all the information that was available and/or needed?
- (4) Did I survey read the source(s) to determine if it was appropriate to the task?

Standards Con't

(5) Did I organize the information read and extracted in a logical and usable manner?

(6) Was I able to apply the information to the task?

(7) Did I have to go to more than one source to find the needed information?

(8) Did the performance of my task reflect the information that I read?

ASSESSMENT:

(1) -- Employee participates in self-assessment interviews in TDP member bringing answers to questions listed in Standard 7.

(2) -- Employee presents to TDP member a protfolio of completed agency work which documents how above standards were utilized and fulfilled. Portfolio must contain 3 examples of how Reading for Application was utilized on the job and at least one example of Standard 6.

-- Employee completes a paper and pencil test based on job related readings with 95% accuracy.

(3) -- Employee receives documented positive feedback through supervisor or observer rating.

IV. ORIENTATION - OJT

CLUSTER COMPETENCY B

TEACHER TRAINING AND IMPLEMENTATION

COMPETENCY STATEMENT:

Employee can identify and apply the principles of the in-service program in a learning/work situation.

RATIONALE:

Training Development Program (TDP) is a Pilot Program which is a model of self-directed, competency-based, adult learning in a work-related context. In order to effectively implement and maintain TDP, employees from the agency (OEA) must be trained as instructors/facilitators. To insure continuity and quality maintenance of TDP so that observable gains are made in the agency's functions and service delivery, a process of training and program development must be instituted.

STANDARDS:

(1) Employee describes the basic principles of a self-directed, competency-based, adult education and their application in the TDP Program. (G.C1)

(2) Employee plans and designs initial and continuing self-assessment program of trainees' learning needs. (G. C2)

(3) Employee diagnoses learning needs of participants in order to construct a learning plan. (G. C3)

(4) Employee translates diagnosed needs into overall learning/training goals. (G. C3)

(5) Employee designs learning plans which integrate a range of learning options and strategies by means of negotiation with who have completed their self-assessemnt trainees. (G. C4)

(6) Employee sets positive climate in the "classroom/work" environment. (G. C4)

(7) Employee conducts training program which takes into account individual and group needs. (G. C4)

(8) Employee utilizes continuing self-assessment process to evaluate learning outcomes, give feedback, offer positive suggestions and help participants plan their next step in the training/learning process. (G. C4,5)

(9) Employee assists learner in seeking out further learning resources and opportunities within the TDP Program. (G. C4)

(10) Employee encourages learner to identify long-term career goals and opportunities. (G. C4)

(11) Employee records and processes training-related data as required by TDP's organizational policy and procedure. (G, C2)

(12) Employee assesses his/her own performance on rating scale. (G. C5)

ASSESSMENT:

(1) -- Employee participates in self-assessment interview with TDP member bringing in rating score.

(2) -- Employee presents simulation/portfolio of completed agency work which meets above standards including journals.

-- Employee completes job performance which meets above standards.

(3) -- Employee receives documented positive feedback from observer/supervisor.

-- Employee receives documented positive feedback from students/participants.

CLUSTER COMPETENCY G

PROVIDING WRITTEN EDUCATIONAL INFORMATION FOR THE PUBLIC

COMPETENCY STATEMENT:

Employee provides written information for public educational uses in order to make public aware of specific environmental health issues, as well as agency's services and goals.

RATIONALE:

This is an important competency used in order to establish the agency, its services, and goals within a commuinity and to disseminate preventative environmental health information to the public. This usuall takes the written forms of leaflets, brochure, press releases and posters

STANDARDS:

(1) Employee identifies and describes specific environmental health issue around which public education needs to be done.

(2) Employee follows written format suggested by agency or selects one appropriate to situation designing a leaflet, brochure, press release and poster (optional).

(3) Employee selects a written style appropriate to the characteristic of the situation and audience.

(4) Employee writes document accurately using laymen's language, getting across main points in appropriate form with accurate spelling, grammar, punctuation and structure.

(5) Employee organizes information for presentation in a logical sequence.

(6) Employee edits and/or revises professionally written press releases.

(7) Employee records information legibly, in selected format and style, consitent with agency policies and in compliance with legal/ethical requirements.

(8) Employee submits document for editing to appropriate co-worker.

(9) Employee takes written information and designs the document in an attractive, usable form ready to be reproduced.

(10) Employee processes document to supervisor and/or others as required by organization policy and procedures.

ASSESSMENT:

(1) a. Employee participates in self-assessment interview with TDP member.

ASSESSMENT Con't

CLUSTER COMPETENCY G

ASSESSMENT:

(2) b. Employee presents portfolio of agency related work which gives examples of brochure, leaflet, press release and poster (optional) that meets above standards.

(3) c. Employee receives documented positive feedback through supervisor or observer rating.
d. Employee receives documented positive feedback from public exposed to materials.

III. INTERPERSONAL RELATIONS

CLUSTER COMPETENCY A

MAKING MEETINGS WORK

COMPETENCY STATEMENT:

Employee plans and conducts a meeting of a group of people in a way that facilitates group problem solving.

RATIONALE:

Workers in a community-based agency are constantly participating in meetings that relate to agency activities. These meetings take place in a variety of settings and for a wide range of reasons. The ability to conduct a meeting that allows for individual participation as well as for group decisions that lead to action is a necessary one. Efficiently run meetings where everyone participates in the decision making process helps assure that the decisions made by the group will be carried out. At the same time, meetings that help facilitate this but that don't drag on forever invite the continued participation of its members through a sense of accomplishment.

STANDARDS:

(1) Employee plans meeting taking into consideration the following:

- a. topics to be covered including priorities
- b. participants, their interests and their involvement with the topics
- c. range of possible actions to be taken on topics
- d. range of possible problems that might inhibit decision making process
- e. information on topics needed to facilitate decision making by the group

(2) Employee develops Agenda for meeting

(3) Employee conducts meeting taking into consideration the dynamics of group development. This should include:

- a. an understanding of the stages of group development.
- b. the ability to identify and describe the stage of the identified group's development
- c. the use of materials and topics appropriate to the stage of the group (e.g. if group is at beginning stage of "approach-aviodance" it would not make sense to discuss a topic that demands a high level of group unity.
- d. the ability to analyze and describe the behavior of the group

(4) Employee conducts meeting taking into consideration the application of a theory of decision making. This should include:

- a. the ability to describe and compare three theories of decision making.
- b. the ability to defend the choice of a particular theory as appropriate for the group and the topics or problems to be covered.
- c. ability to apply the theory in the decision making process of the group.
- d. the ability to evaluate the effectiveness of the theory in the group decision making process.

(5) Employee conducts meeting in a way that respects the ideas and needs of the individuals in the group.

(6) Employee identifies and describes factors that inhibit the decision making process of the group.

(7) Employee terminates meeting taking into consideration the following:

- a. meeting has come to a conclusion based on group discussions...?
- b. plans for future meetings have been made.
- c. A plan of action on the topic or problem has been reached and individuals have been assigned follow-up tasks.
- d. An assessment of the meeting has been carried out by the group.

ASSESSMENT:

(1) a. employee participates in a self assessment interview with TDP member

(2) b. employee completes job performance test which meets above standards.

(3) c. employee receives documented positive feedback through interview or questionnaire response of client population.

d. employee receives documented positive feedback through supervisor or observer rating.

Appendix F
Draft

HOW TO WRITE A MEMO

CODE ____________

PURPOSE: (This module helps to fulfill communication; Cluster Competency

In human service agencies like the Office of Environmental Affairs, there is a constant flow of information that must be relayed to staff, liaisons, and groups. Memos are usually used to accomplish the sharing of information which gives new information , updates old. offers reminder and reinforcespolicy and procedure. In order to write memos that make a difference, a wide range of communication skills are needed.

GOALS:

(1) Employee uses the format determined by OEA when writing memos.

(2) Employee uses a professional style of writing that meets situation.

(3) Employee identifies, and describes audience, in order to choose appropriate style, word choice etc.

(4) Employee states purpose of memo.

(5) Employee states necessary context and background information.

(6) Employee states all necessary facts in logical, sequential manner.

(7) Employee uses accurate sentence and paragraph structure.

(8) Employee uses appropriate word choice and vocabulary in order to atta clarity and maintain amicable working relationships.

(9) Employee writes memo utilizing accurate grammar, punctuation. spelling, and mechanics.

(10) Employee submits memo for editing to appropriate co-worker.

(11) Employee writes memo in legible form so that it can be typed, reproduced, processed and disseminated to appropriate people within adequate time frame.

PRE-ASSESSMENT: (Please read the Pre-Assessment process and its phases)

Phase II pre-assessment or diagnosis of memo writing can take place in either of the two following ways. It is very possible that you can write a memo that answers to some of the goals but not all of them. In that case you'll want to concentrate on those parts you need help in and either skip or quickly review the other sections. It may also be the case that the particular skills you need help on may be better addressed by taking another module like technical vocabulary or punctuation instead of memo writing. So, in order to best plan your individual learning program diagnosis should be done.

Appendix F

(1) You can bring in at least two unedited memos that you've done. One should be short (less than 1 double spaced typed page) and focus on a straight forward organizational problem or issue such as an update on procedure or notification of a special date. The second should be longer (at least 1 double spaced typed page) and concentrate on a more complicated organizational issue such as a new policy or procedure.

You and the instructor will evaluate and discuss the memos to see if they meet the stated GOALS of the module, and if they can be used to address Communications Competency H.

In this discussion, you will work out the details of this part of your individual learning program.

(2) The other way you can complete the pre-assessment is to take the following test. Once you're completed this, you will discuss it with the instructor and decide on your learning plan.

Memo Writing ---

- You will write 2 memos. The first will be a short (less than one double spaced typed page) and deal with a straight forward subject. The second will be longer (at least 1 spaced typed page) and deal with a more complicated subject.

- Listed below are possible job situations to base the memos on. It's even better if you use a current job related issue. The famous "kill two birds with one stone" approach.

-Rememberto look at the GOALs of this module and include all those aspects when writing the memo.

Memo I -- Possible Situations

- Choose 1 or use a current job-related issue to write this sample. (Review GOALS)

a. Notice of office party or function (remember to include date, time, place, cost, purpose, hours, and other appropriate information like parking, directions, dress, contributions)

b. Update of policyon personal use of phones

c. Notice of new staff person or termination of current staff member.

d. Current job task (discuss with instructor)

Memo II -- Possible situations

a. Detailed notice of evaluation procedure for employees (e.g. SCRMR)

b. Major reorganization of agency (e.g.. switchover from BEHIP to Office Of Environmental Affairs)

c. New procedure for staff (e.g. new system for medical follow-up records, reorganization of survey, education/motivation for Rodent Program)

d. Current job task (discuss with instructor)

INSTRUCTION:

A. Course Description ---

This module can be done either in a group workshop atmosphere if one is conventiently scheduled or individually in a self-paced approach. Work out with your instructor those parts of this module you need or other modules and schedule your time accordingly.

B. Resources ---

Primarily your resources will be the Learning Activities Section. One helpful resource is listed which you will want to refer to:

a. Writing To Communicate , Ch. 4, by Carl Goeller
Doubleday and Company. Inc. New York, NY 1974

b. Writing For Career Education Students, pp. 151-158
by Andrew Hart and James Reinking, St. Martin's Press NY 1977

c. Reference Manual For Office Personnel, 5th. Edition
Clifford and Koebele, Apollonia House,
South-Western Publishing Co. Cincinnatti, Ohio 1970

d. Writing That Works, by Walter Olin, Charles Brusaw and Gerald Alfre
St. Martin's Press, NY 1980

e. BEHIP and Office of Environmental Affairs memo files.

f. Patricia Boyd, Office Manager, Office of Environmental Affairs

C. Learning Activities ---

(1) Introduction:

Memos can be expensive in time, money and supplies. The costs of a memo range from $3.80 to $15.00. Are you sure you want or need to spend this money for your purpose. Too often, memos confuse, irritate and generate additional unnecessary information, don't let this happen to you!

DO---- Write only when you have something to say!
DON'T ---- Don't take any longer than necessary to say it!

For overview of what a memo is read pp 151-153 in Writing For Career Education Students and then complete the questions for any two memos from pgs. 154-157.

(2) Format:

-Memos are less formal than letters. They are very work-oriented, less personal and more "bare bones" information. The following is the standard format for memos at the Office of Environmental Affairs, use it when writing all Memos.

Appendix F

CITY OF BOSTON
DEPARTMENT OF HEALTH AND HOSPITALS

BOSTON
ENVIRONMENTAL
HEALTH
IMPROVEMENT
PROGRAM

RONALD R. JONES
DIRECTOR

MEMO FORMAT

Memo Format: Memos are less formal than letters. They are very work-oriented, less personal and more "bare bones" information. The following is the standard format for memos at the Office of Environmental Affairs, use it when writing all memos.

MEMORANDUM

TO: TDP PARTICIPANTS (PERSON'S OF GROUP'S NAME, TITLE IF NECESSARY)

FROM: SUSAN ENNIS (AUTHOR'S NAME, TITLE IF NECESSARY)

DATE: APRIL 10, 1980 (TYPED IN FULL, MONTH, DAY, YEAR)

RE: MEMO WRITING (PURPOSE OR MAIN IDEA)

This memo itself goes in this section. Remember to put in all necessary information including background information, reasons, causes, the main idea and all details.

Thank you

cc: (ANYONE ELSE A COPY WAS SENT TO)

CITY OF BOSTON
DEPARTMENT OF HEALTH AND HOSPITALS

BOSTON
ENVIRONMENTAL
HEALTH
IMPROVEMENT
PROGRAM

RONALD K. JONES
DIRECTOR

SAMPLE MEMO

MEMORANDUM

TO: OFFICE OF ENVIRONMENTAL AFFAIRS STAFF
FROM: SUSAN ENNIS, TRAINING DEVELOPMENT PROGRAM
DATE: APRIL 10, 1980
RE: MEMO WRITING MODULE

All clerical staff, supervisiors, and adminstrators should know how to write a proper memo. It's not as easy as it first seems. Memos must be clear, to the point but use tactful language. Remember they are kept on file as a record of communication. This means they must meet with legal and ethical standards as well as a clear, concise writing standards. Don't write memos if you can handle the information better in a conversation or meeting, and always write accurately and simply. If you want to work on this aspect of your writing, take the memo writing module.

Thank you

LEAD POISONING PREVENTION [illegible]

Appendix F

(3) Why Write a Memo?

Why are you writing this memo? Is it necessary? Could it be better handled some other way, such as a meeting, verbally telling someone, mentioning it as you pass in the hallway, on the phone?

There are 3 sample memos. Two were not necessary to write. Choose the two memos that were not necessary and state how they could have been more effeciently handled.

Memo I --

TO: ARNOLD WADE
FROM: SUSAN ENNIS
DATE: APRIL 15, 1980
RE: EVALUATION OF SPELLING MODULE

In answer to your question concerning the evaluation of your spelling module, I have no further information than what I told you on April 10, 1980. I have not yet received your diagnostic test and cannot progress on the evaluation until I receive this. I will keep you informed of any progress on this subject.

Thank you

cc: Sandra Page

Memo II --

TO: OFFICE OF ENVIRONMENTAL AFFAIRS STAFF
FROM: SUSAN ENNIS & SANDRA PAGE, TRAINING DEVELOPMENT PROGRAM
DATE: MAY 4, 1980
RE: IN-SERVICE TRAINING PROGRAM

After four months of preparation, we are now ready to begin instruction. Your work in the Task Analysis and Self-Assessment Phase has made it possible for us to design a program which we feel you'll want to be part of. Over the next week we will be scheduling appointments with interested employees to discuss individual learning programs, course and material offerings. If you have any questions, come see us on the 6th. floor.

Thank you

Memo III --

TO: BOWDION STREET HEALTH CENTER
FROM: IDA WALLFORD, R.N.
DATE: APRIL 19, 1980
RE: LEAD POISONING PROCEDURE UP-DATE

Since our last meeting, April 12, 1980, there has been no further clarification on the lead reporting procedures. If any changes come about, I will relay them to you.

Thank you

cc: Ron Jones

(4) The Five Functions Of A Memo:

Here are 5 reasons that you should write memos. Remember you should have a purpose for writing the memo.

(1) For the Multitude -- Memos are needed when you have a lot of people to contact at the same time.

(2) For the Record -- There's a good chance you may want to refer back to it at a later date.

(3) For Clarity -- To avoid confusion and misunderstanding. If your message involves dates, amounts, places, new ideas, warnings, etc,. it's good to clearly write it down.

(4) For Detail -- If your message is involved or complicated, it covers many points, questions, comments, instructions then have them in written form so people can absorb all the details.

(5) For Reminders -- If you don't want to be a pest but feel a "pleasant push" is necessary them sometimes a memo can be effective.

REMEMBER !!!

NEVER PUT DOWN IN A MEMO TO ONE PERSON, SOMETHING YOU WOULDN'T WANT SHOWN TO EVERYONE.

-Personal letters or memos don't always stay personal, they can return to haunt you later.

(5) BEWARE !!!

Here are 3 situations in which you DO NOT want to write memos. ---

(1) When angry -- Your judgement is not under control and this can show a lack of maturity.

(2) When aimed at "sinking" a co-worker, these often boomerang -- Do you really want to document backstabbing?

(3) When stating an absolute, hands down position or new, ideas or situations, leave room for a change of mind, or for you to be wrong now and then

EXERCISES

A. Here are nine memos. Read each one to determine first if it should have been written, and then why. Follow the directions in B, in order to to write in your answers.

B. -Next to each memo state it's purpose multitudes record, clarity, detail, reminder. some may have more than 1 purpose, state it's major purpose). Then use an * if the memo should not have been written and why (reason 1,2,3) (headings have not been included unless necessary)

KEY:

Purpose: (multitude, record, clarity, detail, reminder)

Reasons (1,2,3)

*Should Not Be Written, and Why

MEMO 1

____ ____

Physical exams for all employees have been scheduled for May 13, 1980, between 10 am and 4 pm. They will be held in the House Officer's Building Rm. 314. Please refer to the posted list on the 7th. floor bulletin board for your exact time. If you cannot make your scheduled time, please re-schedule with Betty Floyd, ext. 7533 by May 12th. Exams are required for all employees by hospital regulations.

Thank you

____ ____

MEMO II

In the meeting on August 1st, you spoke out of turn and without justification. You have no right to state your opinions regarding agency policy in a staff meeting. Until you have more experience upon which to base your uninformed opinions, don't bring them up.

MEMO III

____ ____

As requested, attached are all the birthdays, job anniversies, and important agency dates for the staff. Please keep this on file.

MEMO IV

TO: ALL STAFF

FROM: TDP STAFF

DATE: AUGUST 1, 1980

RE: NEW COURSES AND MODULES AVAILABLE

There are 3 new modules available to you. They are Technical Vocabulary, Hearing What's Being Said, and Sentence Structure. Two new courses are also available, Speed Reading and Groups Working Together. If you're interested come see us on the 6th floor or call.

MEMO V

Since we have merged into the Office Of Environmental Affairs, there is a need for staff to make more long distance calls. This is to remind staff of long distance call procedures. All calls must be logged in the book on Executive Secretaries desk. Use only the phone line XYZ, which is located in Executive Secretaries office. This is necessary in order to keep our phone records accurate and in line with Department of Health and Hospital requirements.

Appendix F

MEMO VII

____ ____

Several staff members have come to the Clerical Department and myself with the same questions time and again. To answer these questions, the following applies:

OUT-GOING MAIL:	Should be at the 7th floor reception areas by 2:30 p.m. daily. Must have full address i.e. name, number and street, city, state and zip code. In addition, please seal the envelope.
IN-COMING MAIL:	Will be distributed upon arrival.
SUPPLIES:	Distributed on Monday, Wednesday, and Friday between the hours of 9:00 a.m.-12:00 p.m.
I.D. BADGES:	Pictures taken between 9:00 a.m.-12:00 p.m. and 1:00 p.m.-2:30 p.m.
EMPLOYEE CLINIC:	8:00 a.m.-4:30 p.m. (bring your BCH card with you). If you don't have one you must obtain one on the Mezzanine floor of Ambulatory Care bldg.)
XEROX MACHINE:	ON: 8:45 a.m. OFF: 4:45 p.m. (exceptions: inoperable or over the monthly limit)
A-COPY MACHINE:	Always on, no limit (exception: inoperable)
CLERICAL REQUESTS:	Put in top bin located on Executive Secretary/Office Manager's dutch door.
APPOINTMENTS WITH RON JONES:	See Alice Dailey. In her absence, Pat Boyd.

MEMO VIII

____ ____

TO: SUPERVISOR
FROM: PATRICIA SMITH
DATE: FEBRUARY 30, 1980
RE: CO-WORKER MISTAKES

This is to inform you that my co-worker, J.K. has not been staying on the job the full day. He takes numerous breaks, more than 1 hour for lunch and leaves at 4:30, usually. I don't want to get this person in trouble, but I'm getting tired of doing all my work and J.K. is not doing all of his. I think he's goofing off.

MEMO IX

[illegible]

During any given emergency, evacuation procedures will be the following:

(1) All Supervisors will be responsible for checking their immediate area and areas of responsibility - to insure that all personnel evacuate immediately.

(2) All Personnel will be responsibile to evacuate in an orderly manner.

(3) Personnel in outreach area will evacuate from the "Big Room" exit.

(4) All Personnel in offices off the corridor, should evacuate by main exit - if elevator is in operative or full - please use stairway in an orderly manner.

(5) Office Managers will have final responsibility to check to insure all Personnel has, in fact, evacuated - and no-one is left on the floor.

(6) Content:

Now that you know the format for writing the memo, and why you're writing it, you have to now decide what you want to say. What are the main points and significant details to get across to your audience. Make it short, sweet and to the point. There's no reason to go into wordy detail or confusing side subjects.

Here are 2 samples of memos. The first is too wordy and confusing. The second is clear and to the point.

Example 1 - Confusing ---

Effective immediately, unauthorized personal telephone calls cannot be made on business phones. This practice is costing OEA a great deal of money and loss of job time. If you want to make a personal call, please use the pay phone. Now if it is an emergency you can permission to make a call but not in all cases. This use of phones ties up the lines and makes it difficult for people to get hold of the agency. This may not always be the case because we do get a lot of business calls that tie up the lines too. In any event, try not to use the business phones for personal calls.

Example 2 - Clear ---

Because of the high volume of business calls that are made and received at OEA, we cannot allow personal calls to tie up the lines. Also, the cost of phone calls is expensive and personal calls drive up our already high phone bills. Effective immediately, personal use of the phones is prohibited, and subject to disciplinary actions. There is a public phone on the 7th floor if you need to use it.

Look at these 2 memos. Write down the main idea and significant details for each.

MEMO I

The program vehichles have been regularly parked illegally and ticketed. After today, it is the driver's responsibility to pay for any tickets he/she accrues. It is the coordinators responsibility to keep a record of who drives the vehicle, to let drivers know of their responsibility for any tickets, and insure that the program is reimbursed. If a coordinator is unable to identify the driver of the vehicle on the day in question, he/she is responsible for paying the ticket.

Main Idea : ______________________________

____

____

Significant Details:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

MEMO II

Starting immediately, all employees including CETA employees must submit a vacation request form if they are planning on taking a vacation.

The request should be submitted well in advance of the planned vacation so tha the employee's eligibility can be checked and approval can be granted.

Your cooperation is greatly appreciated.

Main Idea: ______________________________

____

____

Significant Details:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

(7) Context:

This is the part of the memo that explains the things that lead up to writing the memo and the causes. This discussion should be brief but is needed so that the reader has the background and reasoning needed. This section varies with each memo.

If you go to Example 2 on pg. 11 in Section 6, Content, of this module, the context is stated in the first sentence "Because of the high volume of business calls that are made and received at OEA ....."

- you will now write a short memo (a few sentences) on one of the following subjects. Make sure the context is clear.

  a. new sign in/out procedure
  b. an employee's consistent tardiness
  c. current job task

(8) Audience, Word Choice, Style:

These are important considerations. You want to get across your ideas in pleasant and direct manner, but also in one that your reader(s) will understand. To get background in this aspect, Read Pages 38-45 in Writing To Communicate.

Then choose one of the following subjects and write the memo for the audiences listed. Remember style and word choice will vary with the audience.

SUBJECT	AUDIENCE
A. Termination of employee	1. To employee terminated 2. To general staff 3. To new employer
B. Notice of staff social function/party	1. Supervisor(s) 2. To general staff 3. Restaurant where party is to be held
C. Current job task	at least 3 audiences - individual - group - outside the agency contact

These writing should be gone over step by step with instructor for editing purposes.

(9) Memo Writing, Final Stage:

This step will include writing 2 memos, one short, one long. Your finished product will also act as your evaluation for completing this module. Go back to the Pre-Assessment pg. 2 . Go down the list and choose one subject for each short and long. It can be the same subject as the one you used for Pre-Assessment.

Write both memos completely. Review the goals of the modules before your write the memos. Both memos must meet these goals. GOOD LUCK!

EVALUATION:

Two memos that meet Goals. (See Learning Activity #9, pg. 13)

Appendix F
Draft

PUBLIC SPEAKING

PURPOSE: (This module fulfills Communications; Cluster Competency 0)

There is always that occasion, when you are in the spotlight! Whether you are making a presentation at a conference, to a community group, or before co-workers, public speaking requires proper preparation and mindset. This module has been designed to provide you with a variety of suggestions for how to prepare for and deliver the kind of speech which keeps an audience listening all the way through.

GOALS:

(1) Employee understands and utilizes appropriate techniques of developing a good oral report or speech.

(2) Employee practices the delivery of the presentation utilizing appropriate techniques for "rehearsal."

(3) Employee correctly and dynamically delivers oral reports and presentations.

PRE-ASSESSMENT: (Please read Pre-Assessment Process)

The pre-assessment for public speaking will include discussion with the instructor of your present method of preparation and delivery of presentations. What you do, how you do it, and why should be prepared in note format and actually presented to the instructor in the form of an oral report. This will be followed with an overview discussion of public speaking technique and your feelings about specific concerns or improvements you wish to address.

A. Course Description ---

Based on your diagnosed needs, you will build your strengths in public speaking by a study of technique and practice in application. If a group of employees avail themselves to this module, simulations and peer criticism and support will become an integrate part of the learning process. On an individual basis, the use of a tape-recorder, full-length mirror, and your instructors or friends as audience are also valuable learning tools. Each student will be required to deliver a work-related presentation (for an observer rating) to either co-workers, community residents, or outside agency personnel. To gain the most from the module, all reading assignments should be completed before each class. The reading assignments are not overly long, but adequate practice time will be crucial.

B. Resources ---

There is one main test entitled, How to Prepare Talks and Oral Report by Harry Shefter. In addition, a short but helpful selection from How

To Talk Well. by James F. Bender is required.

You will also need to make use of:

- a. paper, pencil, pen
- b. 3x5 index cards
- c. tape recorder
- d. full-length mirror
- e. a small, enclosed room for "rehearsal" (your bathroom)
- f. a "rehearsal" audience (family, friend, co-workers)
- g. your TIME (good public speaking not only requires the knowledge of technique, but also a great deal of practice time)

Two valuable instructor/tutor resource texts are Speaking By Doing, William E. Buys, pages 65-106, 139-153, and Getting the Most From Your Pear-Shaped Tones, Comskills.

C. Learning Activities ---

(1) Overview of Public Speaking:

- a. Read How To Talk Well, pages 194-219 and How To Prepare Talks And Oral Reports, pages 1-20.
- b. Discussion/Clarification in class

(2) Choosing Topic, Length, Approach:

- a. Read How To Prepare Talks and Oral Reports, pages 21-58
- b. Discussion/clarification in class or individually with instructor
- c. Select a topic for simulation that you will develop as an oral report.
- d. Select a topic for simulation that you will develop as an extemporaneous talk.
- e. Follow all appropriate techniques from the resource texts and class discussion to select topic, length of presentation, purpose and approach.
- f. Describe your two simulation projects to instructor (and classmates) for comment and support.
- g. Make any necessary refinements.

(3) Preparation of the Oral Report and Presentation:

- a. Read How To Prepare Talks and Oral Reports, pages 59-180
- b. Discussion/clarification in class or individually with instructor

c. Taking one at a time, prepare appropriate simulation oral report and extemporaneous talk in accordance with the techniques covered in the texts and in class.

d. Submit notes for your (1) extemporaneous talk and (2) a draft of your oral report to your instructor for comment and support.

e. Make necessary revisions.

(4) Practice Techniques and Simulation:

a. Read How to Prepare Talks And Oral Reports, pp 181-239.

b. Discussion/clarification in class or individually with instructor.

c. You should concentrate on the practice and delivery of one simulation presentation at a time. Utilizing all appropriate techniques from the texts and class discussion you should them rehearse your talk until you are well prepared and can address all the check list items of How to prepare Talks And Oral Reports, pp 236-239

d. Present each simulation talk to instructor and classmates for taping or videotaping and evaluation.

(5) The Real Thing:

a. This module cannot be considered completed until you have delivered a real job-related presentation for observe rating as the final project.

b. Again, you must be able to address each of the above mentioned check list items.

EVALUATION:

You will be required to:

(1) Complete all assigned reading before each discussion session.

(2) Participate in scheduled small group or individualized class sessions

(3) Prepare and submit notes and oral report drafts to instructor and class for commentary.

(4) Refine your work when necessary.

(5) Deliver and tape two well rehearsed simulation talks for commentary and support.

(6) Deliver a real talk for instructor rating and rating from two persons from your audience.

(7) Submit notes or final draft of your oral report along with written self-evaluation of final presentation.

Appendix F
Draft

CODE __________

INDIVIDUALIZED SPELLING IMPROVEMENT

PURPOSE: (This module relates to all written communication competencies)

In order to effectively and efficiently perform written communication in a human service agency, correct spelling is needed. Adult's spelling needs and learning style vary, thereby a separate program must be designed for each person. The improvement of spelling needs is a process of "filling in the gaps", so individual diagnosis and learning plans must be done.

GOALS:

(1) Employee uses basic spelling rules in all written communication.

(2) Employee uses regular and irregular sound/letter(s) relationships.

(3) Employee uses appropriate forms of pronouns, possessives, and plural

(4) Employee correctly spells technical vocabulary.

PRE-ASSESSMENT: (Please read Pre-Assessment Process)

The pre-assessment or diagnosis for spelling can take place in a variety of ways. After discussing this with the instructor, you will be able to choose one or more of the following ways to best determine your spelling needs and your individualized spelling improvement program.

(1) Bring in an unedited written work in which you felt you had difficulty with the spelling. This will be analyzed and if possible an initial diagnosis is done. Remember, this may not pinpoint all of your spelling needs.

(2) Take one or more sections of the Spellmaster Diagnostic Test and have it analyzed by instructor. Which test(s) you should take will be decided upon during an initial discussion with you and the instructor. Once this diagnosis is done, then an individual learning program can be developed.

(3) If you know that your spelling overall is good but you have a few specific problem areas, then write down the particular words, letter combinations or types of words (plurals, v-f, irregularly spelled words) that you have difficulty with and the diagnosis can start from there. Again, this will be discussed in a session between you and the instructor.

INSTRUCTION:

A. Course Description ---

Based on your diagnosed needs, you will build your strengths in spelling to improve your weaknesses. Each person will have a different learning program. You will use the following resources in particular combinations. It's not necessary for you to do spelling work on words and rules you already know and apply. Also, in the discussion with the instructor, you will work out the best way for you to learn spelling such as through rules, examples, listening, reading, structure of words by yourself or in a group. You will have finished the module when you meet all the listed goals and apply them in your everday writing.

B. Resourses ---

Spelling Resources:	(just what you use and what parts depends on diagnosis)
Spelling Kit:	(specific problem areas with variety of exercises on each)
Spelling Your Way To Success:	ch. 1-4, pp 1-17, background to spelling problem ch. 5-23, pp 18-173, specific problem areas
Spelling Improvement:	A Program for Self-Instruction ch. 1-6, pp 3-72, sound and spelling ch. 7-9, pp 73-102. meaning and spelling ch. 10-16, rules and specific problems in spelling
Better Spelling:	part 1, pp 15-46, listening centered problems part 2. pp 47-85, visual centered problems
6 Minutes A Day to Perfect Spelling:	a daily, memory approach
Spelling Made Simple:	a core list and specific problem approach
A Spelling Workbook:	sound/letter relationships and rule corrective drill approach
Spellbound:	sound/letter relationships, specific problem approach
Troubleshooter:	Spelling Skill, Spelling Action, Word Mastery, Word Attack - rule and drill approach
Word Attach Manual:	strong use of syllabication and word structure approach

Individual spelling list, journals, tapes

C. Learning Activities ---

These will vary with each session because your diagnosis varies. They can take the following forms:

-exercises from resources that you read and complete
-taped exercises to stress sound/symbol relationships
-journals of problem words
-individual spelling lists generated from your work tasks and writing
-specially designed exercises

The particular learning assignments depends on your diagnosis and learning style. These will be determined in a discussion with you and the instructor.

EVALUATION:

This is based on your diagnosis and the instruction and specified in your individual learning plan. You can either bring in examples of your work documenting your spelling improvement, or take specific paper and pencil post test based on the diagnosis and instruction with 90% accuracy or submit journals of your spelling work.

Draft
Appendix F

UTILIZING VISUAL/GRAPHIC MATERIALS:
FORMS, CHARTS, GRAPHS, MAPS, AND DIRECTORIES

PURPOSE: (This module fulfills Communication: Cluster Competency L, is related to Communication: Cluster Competency A, and all written Communication Competencies. It also feeds into Record Keeping: Cluster Competencies A, B, C, and most of the Agency Trained Competencies from areas VII, VIII, and IX).

In any job, there's always forms and charts that must be used. Especially in a service delivery agency like OEA, there is a great deal of information that must organized, processed, acted upon and stored. A well designed form can make your work easy, a poorly designed one can create problems and mistakes. Reading and utilizing forms, charts, graphs and maps can be confusing but mastering them is important to functioning on the job. As in any agency, the purpose and use of a given form changes with the needs of the agency. its employees, and clients. This is why the revision and development of forms is so important. This module deals with how to read, use, revise and create forms, charts, graphs, maps, and directories.

GOALS:

(1) Employee recognizes and utilizes the following work-related:

a. forms
b. charts
c. graphs and table
d. maps
e. directories

(2) Employee selects appropriate type and the particular visual/graphic material (e.g. form) needed for specific purpose.

(3) Employee demonstrates familiarity with terms and vocabulary used in work-related visual/graphic materials.

(4) Employee records needed information on appropriate visual/graphic material in a legible manner with accurate spelling, grammar, punctuation and structure.

(5) Employee follows directions and guidelines established by agency policy and procedures, and complies with legal/ethical requirements.

(6) (Optional to module, but needed to fulfill Communications Competency L). Employee identifies and describes jobs related visual/graphic material that is not adequately suited to task.

(7) Employee revises and/or creates a new visual/graphic materials to meet stated needs. (e.g. form)

PRE-ASSESSMENT: (Please read Pre-Assessment Process)

The Phase II pre-assessment for this module can take place in one of two ways. Discuss with you instructor which way or combination is best suited to your needs.

(1) Bring in at least 2 completed pieces of work for each of the following: Form, chart, graph and map. These will be analyzed and your needs, if any pinpointed.

(2) Take the designated pretest for forms, charts, graphs, and maps or just the one(s) you wish to address.

(3) If you wish to address the revision/creation aspect of the module and/or competency then bring in at least one example of a form or chart you have revised and/or created with documentation of the process you went through to change it, or bring in a form or chart that needs revision and state how you would change it, or bring in a problem situation where a form or chart needs to be created and a draft of what it would consist of and look like.

Pre-Tests

Please follow the directions stated to complete each of the pre-tests. Basic information that you will need is given. Often times you will need to use your imagination to complete the test. Remember legibility of your handwriting is important along with attention to facts, spelling and grammar.

FORMS PRE-TEST *

Directions:

If you are involved in an automobile accident working for OEA, you will be asked to fill out an automobile accidnet report. Both OEA and the insurance company want to know the details of the accident. These details are necessary to ensure that the claims against OEA are satisfied. Be accurate, specific, and honest. Assuming that you have not been hurt, try to get as many details as possible while at the scene of the accident. Especially try to get the other driver's name, licence number, and insurance representative. If you are unable to get the required facts while on the scene, you can get them from the policeman who investigated the accident.

Apart from these details, you will be asked how the accident happened. Describe the events leading up to and immediately after theaccident. Explain clearly how and where the accident happened. If a diagram is not part of the form, then draw one of your own. The diagram should show where the accident happened and which driection the other car was going.

Basic Information:

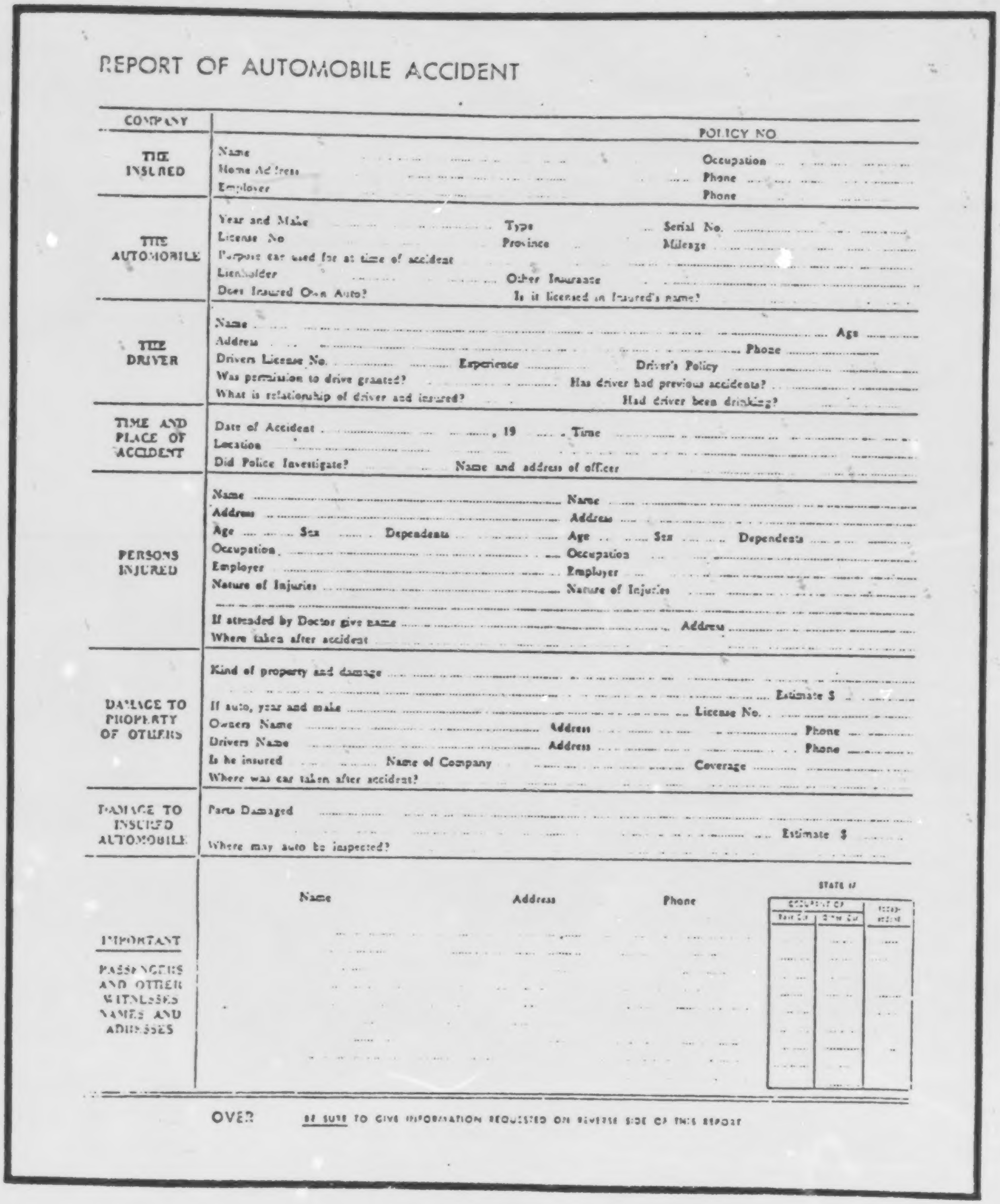
You were driving an OEA van West on Northampton Street. Mr. S. A. Leonard was driving North on Albany Street, somehow he hit you broadside. Explain how this accident happened as you would on an accident report. Be imaginative in your writing. State all that happened in the correct sequence. Fill out all needed information in accompanying form. Go to enclosed form and complete it.

*Taken from On-The-Job, Section B, pp. 107-109

Pretest - Charts

Look at the two following charts. Read the descriptions with them. *Then answer the questions based on the charts.

In Chart A, the personality changes which may occur during large intakes of liquor are shown. The person moves from a stage of pleasure to one in which he begins to lose control of his actions anf finally reaches unconsciousness and/or death.



REPORT OF AUTOMOBILE ACCIDENT

COMPANY

POLICY NO

THE INSURED

Name Occupation

Home Address Phone

Employer Phone

THE AUTOMOBILE

Year and Make Type Serial No.

License No Province Mileage

Purpose car used for at time of accident

Lienholder Other Insurance

Does Insured Own Auto? Is it licensed in Insured's name?

THE DRIVER

Name Age

Address Phone

Drivers License No. Experience Driver's Policy

Was permission to drive granted? Has driver had previous accidents?

What is relationship of driver and insured? Had driver been drinking?

TIME AND PLACE OF ACCIDENT

Date of Accident , 19 Time

Location

Did Police Investigate? Name and address of officer

PERSONS INJURED

Name Name

Address Address

Age Sex Dependents Age Sex Dependents

Occupation Occupation

Employer Employer

Nature of Injuries Nature of Injuries

If attended by Doctor give name Address

Where taken after accident

DAMAGE TO PROPERTY OF OTHERS

Kind of property and damage

Estimate $

If auto, year and make License No.

Owners Name Address Phone

Drivers Name Address Phone

Is he insured Name of Company Coverage

Where was car taken after accident?

DAMAGE TO INSURED AUTOMOBILE

Parts Damaged

Estimate $

Where may auto be inspected?

IMPORTANT

PASSENGERS AND OTHER WITNESSES NAMES AND ADDRESSES

Name	Address	Phone	STATE IF		
			OCCUPANT OF		PEDESTRIAN
			Your Car	Other Car	

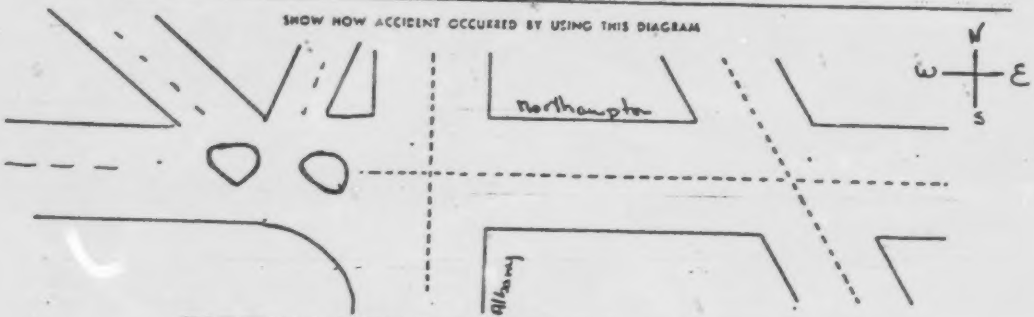
OVER BE SURE TO GIVE INFORMATION REQUESTED ON REVERSE SIDE OF THIS REPORT

Condition of Road .... Kind of surface .... Weather ....
Have you received any intimation of claim? .... Driver of other car under influence of liquor? ....
Driver of other car make any statement bearing on the accident? ....

THE ACCIDENT

INSUREDS CAR	OTHER VEHICLE
Direction Travelled	Direction Travelled ....
Which side of Road	Which Side of Road ....
SPEED { before accident / at instance of accident } miles per hour	SPEED { before accident / at instance of accident } miles per hour
Lights .... (On, Off, Dim or Bright)	Lights .... (On, Off, Dim or Bright)
Warning	Warning ....

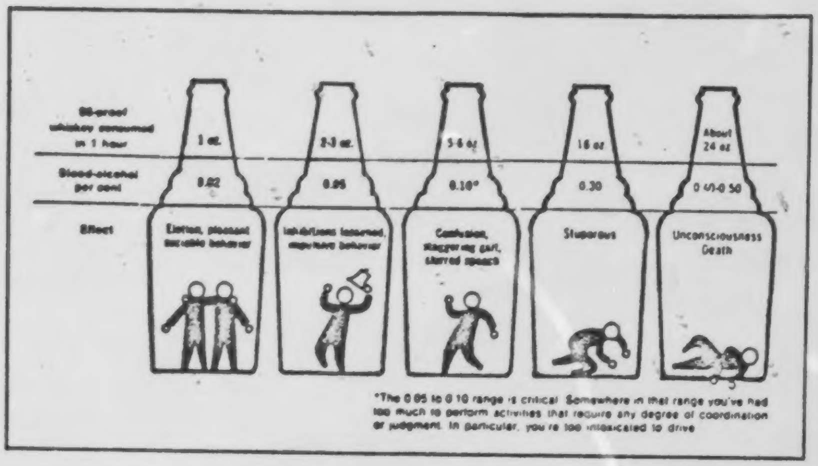
SHOW HOW ACCIDENT OCCURRED BY USING THIS DIAGRAM



GIVE STREET NAMES, DIRECTIONS, TRAFFIC SIGNS AND LOCATIONS OF OBJECTS INVOLVED

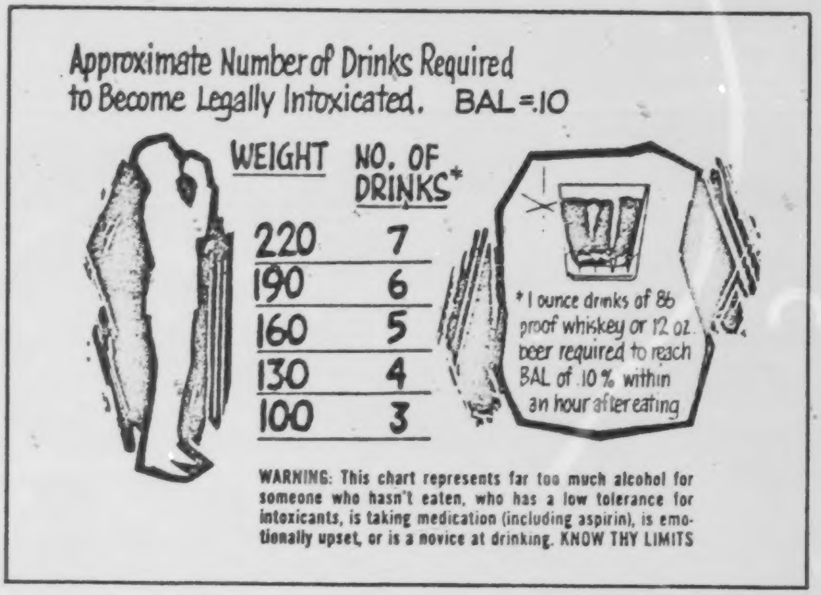
Drivers Description of Accident: ....

Date ...., 19 ...... Signature of Driver ....



*The 0.05 to 0.10 range is critical. Somewhere in that range you've had too much to perform activities that require any degree of coordination or judgment. In particular, you're too intoxicated to drive

Chart B, lists the various weights people might have and shows the number of drinks which could cause legal intoxication.



Approximate Number of Drinks Required to Become Legally Intoxicated. BAL=.10

WEIGHT	NO. OF DRINKS*
220	7
190	6
160	5
130	4
100	3

*1 ounce drinks of 86 proof whiskey or 12 oz. beer required to reach BAL of .10% within an hour after eating

WARNING: This chart represents far too much alcohol for someone who hasn't eaten, who has a low tolerance for intoxicants, is taking medication (including aspirin), is emotionally upset, or is a novice at drinking. KNOW THY LIMITS

*Taken from Reading Acheivement, Pg 84

Directions:

Refer to the two charts in order to answer these questions.

(1) The time in which the liquor is consumed on both charts is ______________________

____

(2) a. In chart A, how many ounces of liquor will make the person reach the 10% BAL?

____

b. Refer to Chart B. How many "drinks of whiskey" does this amount represent if each drink is 1 ounce? ______________________________

c. On Chart B, would this be the same number of drinks for people who weigh more than 220 lbs.? ______________________________

d. How many 12 oz. glasses of beer would make the 220-pounder reach the legal intoxication limit? ______________________________

e. How many oz. of beer would be consumed by the 220-pounder when he reached his limit? ______________________________

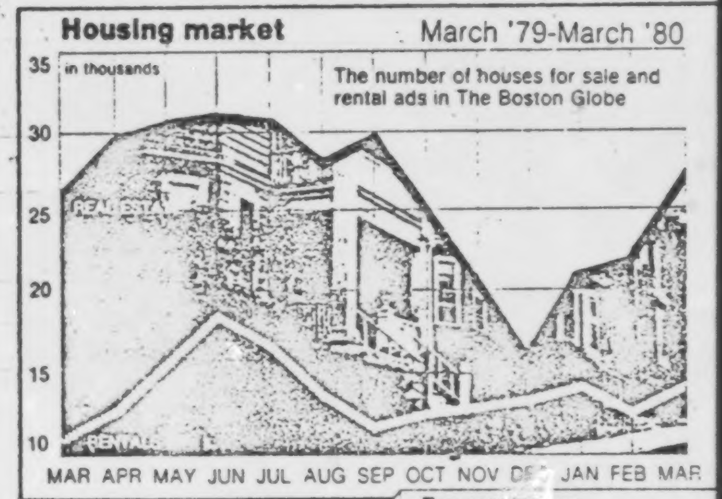
(3) Since the chart represents the limit at which a person is probably intoxicated, it would be sensible to drink ______________ than the number of drinks listed.

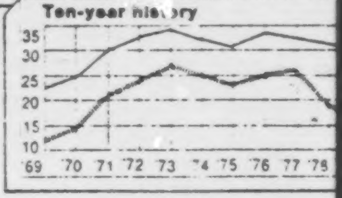
(4) If you are taking medication and also drinking, you run a ________ risk of reaching your legal intoxication level sooner.

(5) In Chart A, find the words which describe these actions:

- a. inability to talk plainly
- b. inability to walk correctly
- c. inability to respond rapidly

Graphs Pre-Test
(Taken from Boston Globe 4/22/80)





The region's economy as measured by real estate and rental ads in The Globe last month has rebounded somewhat from a midwinter slump. Levels of rental units and houses available for March 1980 just about equal those of a year ago.

Questions:

(1) What does the larger graph depict?

(2) What does the smaller graph depict?

(3) If you were looking for an apartment last year, in what month were the most rental units advertised? ________ approximately how many were advertised then____

(4) What month had the least number advertised? _______ approximately how many were advertised then? ____________

(5) How did real estate advertisements in April, 1979, compare with advertisements in December, 1979. ______________________________

[illegible] ______________________________

(6) Do you think that time of the year has any effect on real estate and rental unit advertisement? Why and why not? State at least 2 reasons.

(7) In the smaller graph what were the two years in which there were the most real estate advertisements? __________ __________ State approximate figures for each year. __________ __________. List the two years of least rental advertisements __________ __________. State approximate figures for each year __________ __________.

(8) In what year were there approxiamtely 33,000 real estate advertisements and 26, 000 rental advertisements?

(9) How do the figures for 1969 in advertisements for both real estate and rental compare with the 1979 figures.

(10) The title of these graphs are Housing Market. How valid do you think it is to make generalizations concerning the housing market, based on Boston Globe advertising sales figures? Give 2 reasons for both pro and con.

Pro: ______________________________

____

____

Con: ______________________________

____

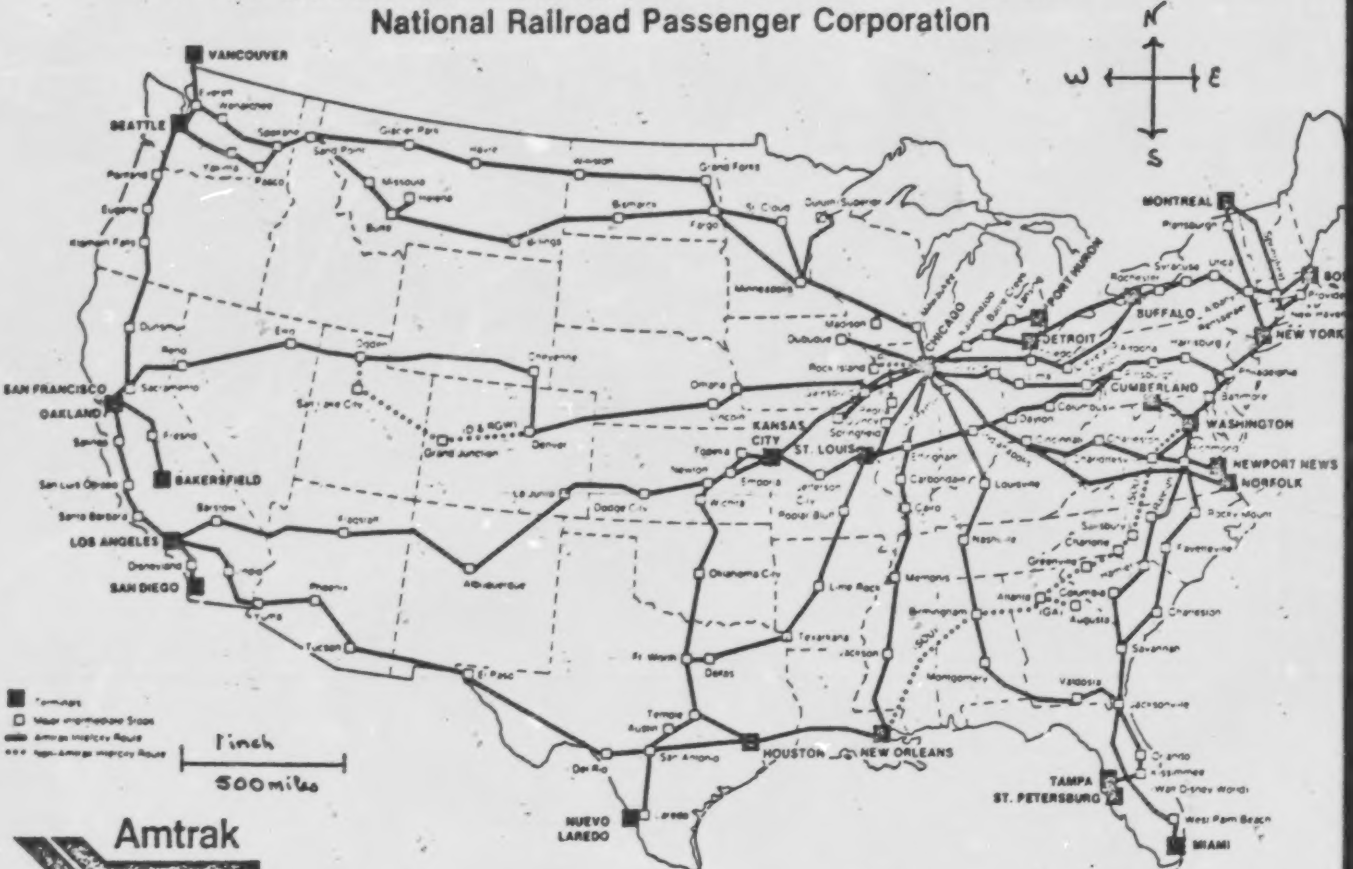
____

Pretest - Maps *

Examine map them answer the following questions.

INTERCITY RAIL PASSENGER ROUTES

National Railroad Passenger Corporation


N
W
E
S
VANCOUVER
SEATTLE
Spokane
Glacier Park
Havre
Williston
Grand Forks
Minot
Fargo
Bismarck
St. Cloud
Duluth-Superior
Missoula
Helena
Butte
Billings
Minneapolis
Portland
Eugene
Klamath Falls
Dunsmuir
Reno
Elko
Ogden
Cheyenne
Salt Lake City
Grand Junction
Denver
Omaha
Lincoln
SAN FRANCISCO
OAKLAND
Sacramento
Fresno
BAKERSFIELD
San Luis Obispo
Santa Barbara
Barstow
Flagstaff
Albuquerque
La Junta
Dodge City
Newton
Topeka
Emporia
Wichita
KANSAS CITY
ST. LOUIS
Springfield
Carbondale
Cairo
LOS ANGELES
SAN DIEGO
Phoenix
Tucson
El Paso
Oklahoma City
Little Rock
Texarkana
Ft. Worth
Dallas
Temple
Austin
San Antonio
Del Rio
HOUSTON
NEW ORLEANS
NUEVO LAREDO
Laredo
Memphis
Jackson
Nashville
Louisville
Birmingham
Montgomery
Atlanta
Columbia
Augusta
Charleston
Savannah
Jacksonville
Orlando
Kissimmee
Walt Disney World
TAMPA
ST. PETERSBURG
West Palm Beach
MIAMI
CHICAGO
Milwaukee
Madison
Dubuque
Rock Island
DETROIT
PORT HURON
Toledo
Dayton
Columbus
Cincinnati
Pittsburgh
CUMBERLAND
BUFFALO
Rochester
Syracuse
Utica
Albany
Harrisburg
MONTREAL
Plattsburgh
NEW YORK
Philadelphia
Baltimore
WASHINGTON
Richmond
NEWPORT NEWS
NORFOLK
Rocky Mount
Fayetteville
Charlotte
Greenville
Terminals
Major intermediate stops
Amtrak intercity route
Non-Amtrak intercity route
1 inch
500 miles

Amtrak

A NATIONWIDE RAILROAD—Amtrak's route system serves the country from coast to coast and from Canada to Mexico.

Questions:

(1) List 3 major intermediate stops in the state of Texas? ____________ ____________ and ____________.

(2) List 4 cities in the Southeast that are served by a non-amtrack intercity route? ____________, ____________, ____________, and ____________.

(3) If you wanted to go from Dayton, Ohio to Glacier Park, Montana, what would the most direct route be? ____________

(4) List the major intermediate stops and terminals you would pass through.

1. Dayton 2. ____________ 3. ____________ 4. ____________

5. ____________ 6. ____________ 7. ____________

8. ____________ 9. ____________ 10. ____________

11. ______________________ 12. Glacier Park

(5) What direction is it from Phoenix, Arizona to Detroit, Michigan? (Choose One)

a. Southwest b. North c. Northwest d. Northeast

(6) Approximately how far is it from Norfolk, Virgina to Kansas City, Missouri? Directly or "as the crow flies" ______________? If you were to take the train, how many miles would you cover ____________?

(7) To go from Boston, Massachusetts to Walt Disney-World, Florida, which Terminals would you pass through? ______________ ________________________

(8) Which city would you assume is the busiest Amtrak Terminal? ______________

(9) Does Amtrak travel to cities outside the U.S.A.? Which Ones? ______________ ____________________ ______________

(10) Why do you think there are more railroad line east of the Mississippi than West? State at least two reasons.

____

____

____

(11) If you were travelling from St. Louis, Missouri to Texarkana, Arkansas, in what direction would you be travelling? ______________________________
Approximately how far apart are the two cities? ________________

*Taken from Reading Performance, P. 128

Pretest Directions:

Examine the following Directory and then answer the questions.

PARCEL POST RATE LISTING *

Mailing Weight of Your Order	Local* Delivery	Zones 1–2	Zone 3	Zone 4	Zone 5	Zone 6	Zone 7	Zone 8
Up to 0.20 Lb.	$.16	$.16	$.16	$.16	$.16	$.16	$.16	$.16
Over 0.20 Lb. to 0.30 Lb.	.24	.24	.24	.24	.24	.24	.24	.24
0.30 Lb. to 0.40 Lb.	.32	.32	.32	.32	.32	.32	.32	.32
0.40 Lb. to 0.50 Lb.	.32	.32	.32	.32	.32	.32	.32	.32
0.50 Lb. to 0.60 Lb.	.40	.40	.40	.40	.40	.40	.40	.40
0.60 Lb. to 0.70 Lb.	.48	.48	.48	.48	.48	.48	.48	.48
0.70 Lb. to 0.80 Lb.	.56	.56	.56	.56	.56	.56	.56	.56
0.80 Lb. to 0.90 Lb.	.64	.64	.64	.64	.64	.64	.64	.64
0.90 Lb. to 0.99 Lb.	.64	.64	.64	.64	.64	.64	.64	.64
1 Lb. to 2 Lbs.	.61	.72	.75	.83	.92	1.02	1.12	1.21
2.10 Lbs. to 3 Lbs.	.65	.78	.83	.92	1.04	1.18	1.32	1.45
3.10 Lbs. to 4 Lbs.	.69	.84	.90	1.01	1.16	1.33	1.51	1.69
4.10 Lbs. to 5 Lbs.	.73	.90	.98	1.10	1.28	1.49	1.71	1.93
5.10 Lbs. to 6 Lbs.	.77	.96	1.05	1.19	1.40	1.64	1.90	2.17
6.10 Lbs. to 7 Lbs.	.81	1.02	1.13	1.28	1.52	1.80	2.10	2.41
7.10 Lbs. to 8 Lbs.	.85	1.08	1.20	1.37	1.64	1.95	2.29	2.65
8.10 Lbs. to 9 Lbs.	.89	1.14	1.28	1.46	1.76	2.11	2.49	2.89
9.10 Lbs. to 10 Lbs.	.93	1.20	1.35	1.55	1.88	2.26	2.68	3.13
10.10 Lbs. to 11 Lbs.	.97	1.26	1.43	1.64	2.00	2.42	2.88	3.37
11.10 Lbs. to 12 Lbs.	1.01	1.32	1.50	1.73	2.12	2.57	3.07	3.61
12.10 Lbs. to 13 Lbs.	1.05	1.38	1.58	1.82	2.24	2.73	3.27	3.85
13.10 Lbs. to 14 Lbs.	1.09	1.44	1.65	1.91	2.36	2.88	3.46	4.09
14.10 Lbs. to 15 Lbs.	1.13	1.50	1.73	2.00	2.48	3.04	3.66	4.33
15.10 Lbs. to 16 Lbs.	1.17	1.56	1.80	2.09	2.60	3.19	3.85	4.57
16.10 Lbs. to 17 Lbs.	1.21	1.62	1.85	2.18	2.72	3.35	4.05	4.81
17.10 Lbs. to 18 Lbs.	1.25	1.68	1.95	2.27	2.84	3.50	4.24	5.05
18.10 Lbs. to 19 Lbs.	1.29	1.74	2.03	2.36	2.96	3.66	4.44	5.29
19.10 Lbs. to 20 Lbs.	1.33	1.80	2.10	2.45	3.08	3.81	4.63	5.53
20.10 Lbs. to 21 Lbs.	1.37	1.86	2.18	2.54	3.20	3.97	4.83	5.77
21.10 Lbs. to 22 Lbs.	1.41	1.92	2.25	2.63	3.32	4.12	5.02	6.01
22.10 Lbs. to 23 Lbs.	1.45	1.98	2.33	2.72	3.44	4.28	5.22	6.25
23.10 Lbs. to 24 Lbs.	1.49	2.04	2.40	2.81	3.56	4.43	5.41	6.49
24.10 Lbs. to 25 Lbs.	1.53	2.10	2.48	2.90	3.68	4.59	5.61	6.73
25.10 Lbs. to 26 Lbs.	1.57	2.16	2.55	2.99	3.80	4.74	5.80	6.97
26.10 Lbs. to 27 Lbs.	1.61	2.22	2.63	3.08	3.92	4.90	6.00	7.21
27.10 Lbs. to 28 Lbs.	1.65	2.28	2.70	3.17	4.04	5.05	6.19	7.45
28.10 Lbs. to 29 Lbs.	1.69	2.34	2.78	3.26	4.16	5.21	6.39	7.69
29.10 Lbs. to 30 Lbs.	1.73	2.40	2.85	3.35	4.28	5.36	6.58	7.93
30.10 Lbs. to 31 Lbs.	1.77	2.46	2.93	3.44	4.40	5.52	6.78	8.17
31.10 Lbs. to 32 Lbs.	1.81	2.52	3.00	3.53	4.52	5.67	6.97	8.41
32.10 Lbs. to 33 Lbs.	1.85	2.58	3.08	3.62	4.64	5.83	7.17	8.65
33.10 Lbs. to 34 Lbs.	1.89	2.64	3.15	3.71	4.76	5.98	7.36	8.89
34.10 Lbs. to 35 Lbs.	1.93	2.70	3.23	3.80	4.88	6.14	7.56	9.13
35.10 Lbs. to 36 Lbs.	1.93	2.76	3.30	3.89	5.00	6.29	7.75	9.37
36.10 Lbs. to 37 Lbs.	1.99	2.82	3.38	3.98	5.12	6.45	7.95	9.61
37.10 Lbs. to 38 Lbs.	1.99	2.88	3.45	4.07	5.24	6.60	8.14	9.85
38.10 Lbs. to 39 Lbs.	2.06	2.94	3.53	4.16	5.36	6.76	8.34	10.09
39.10 Lbs. to 40 Lbs.	2.06	3.00	3.60	4.25	5.48	6.91	8.53	10.33
40.10 Lbs. to 41 Lbs.	2.13	3.06	3.68	4.34	5.60	7.07	8.73	10.57
45 Lbs.	2.26	3.30	3.98	4.70	6.08	7.69	9.51	11.53
50 Lbs.	2.39	3.60	4.35	5.15	6.68	8.46	10.48	12.73
55 Lbs.	2.59	3.90	4.73	5.60	7.28	9.24	11.46	13.93
60 Lbs.	2.73	4.20	5.10	6.05	7.88	10.01	12.43	15.13
65 Lbs.	2.97	4.50	5.48	6.50	8.48	10.79	13.41	16.33
70 Lbs.	3.06	4.80	5.85	6.95	9.08	11.56	14.38	17.53

Questions:

(1) If you have a package that weighs between 10 lbs. and 35 lbs., and you want to mail it to Zone 5, how much would it cost? ____________

(2) A 55 lb. package being mailed to Zone 8 would cost? ________

(3) If your order weighs 15 lbs. and it's a local delivery, how much will the mailing cost be? ___

(4) What is the heaviest package that is listed? ________________________

(5) What are the mailing weights listed for item number 23? ____________________

(6) Between the mailing weights __________ and __________, the mailing rates are the same for all Zones.

(7) What is the range of costs from 20 lbs. to 70 lbs. in Zone 6? ______________ to ______________.

(8) If a package weighs 11 lbs. and is being mailed to Zone 3, it would cost ________. If it was being mailed to Zone 7 it would cost? ___________.

*Taken form Reading Competence, P. 175

This is the end of the Pre-Assessment tests. Once you have completed Phase II of the Pre-Assessment process, go on to Phase III, and then begin instruction if needed.

INSTRUCTION:

A. Course Description ---

This module can be done either in a self-paced approach or in a group workshop atmoshpere, if one can be conveniently scheduled. Although you can reap benefits from either approach, a group approach at times can include discussion on the critical thinking aspects of statistical presentations like graphs, like the "reading between the lines" and "fudging with statistics" issues that are common with visual/graphic materials. Work out with our instructor those parts of this module that you need and schedule your time accordingly.

B. Resources ---

Writing That Works - How To Write Effectively On The Job by Walter Oliu, Charles Brusaw and Gerald Alred, St. Martin's Press New york 1980 Chapter 15

Basic Technical Writing by Herman M. Weisman, Charles E. Merrill Publishing Company Columbus, Ohio 4th. Edition 1980 Part 3, Chapter 3

Skimming And Scanning by Edward B. Fry, Jamestown Publishers, Providence, Rhode Island 1978

Reading Acheivement, Reading Performance and Reading Competence, Cambridge Book Company , New York 1977 Selected Parts

Reading Tables, Charts and Graphs, Xerox Publishing New York Selected Parts

Teacher Resources ---

On-The-Job, Sections B
The Job Search, section C, Ministry of Colleges and University. Ontario, Canada 197
Office of Environmental Affairs Procedural Manuals
Continous selection of relevant visual/graphic materials taken from wide variety of sources (e.g. newspapers, magazines, brochures, etc.)

C. Learning Activities ---

This module will be broken down into each type of visual/graphic presentation with exercises, how to read and utilize the materials, and then situations for which you would create or revise some visual/graphic materials.

Forms:

Reading, interpreting and utilizing forms is a part of everyone's day to day life in the United States. Everything goes on "the proper form"! Computers gobble up your filled in spaces, and your only hope is that you filled it out correctly or face the consequences of not having your name spelled correctly, not getting your pay check or having the IRS track you down for your income tax. Here are a few tips on how to read and use forms. Then try some of the exercises.

Reading Forms:

(1) Make sure you have the correct form for your specific purpose.

(2) Read over the entire form before writing in anything.

(3) Read all the directions on the form or any attached directions.

(4) Make sure you have gathered and organized all necessary information.

(5) For important forms such as your Federal Income Tax, fill out a copy or draft in pencil first, then transfer the information to the final copy.

(6) Fill out the form step-by-step, don't skip anything.

(7) If you don't understand particular words, look them up in the dictionary. They could be important.

(8) Write all words and numbers legibly, someone else has to read your information and do something with it.

(9) Make sure that all information is accurate - mistakes always come back on you.

(10) Double check it for completeness and accuracy before passing it on.

Exercises:

(1) At OEA, like most other agencies forms and constantly used to record and process information. Here are two forms used here. Take the information presented and properly fill in the forms. Then bring in at least one other form that you use in your work. You should bring in the blank form and all the information and data you'll need for it. Fill it out with an instructor for two reasons: First to give the instructor a more complete sense of what goes into your work and second to see if there's a more efficient way to organize the information to help create a revised or new form if necessary.

a. Rat Survey -- Block Record

(1) Read the 10 tips and follow them.
(2) Read over the form, get all vocabulary straightened out.
(3) Read the following paragraph that listsall needed information.

(4) Transfer information to the form.

The other day, you were completing a Rat Survery of Block 9 in Target area 6. Through the morning you looked at 10 premises, you saw four residences, two vacant lots, one vacant building, one business, and two foo businesses. Three residences had 3 dwelling units and one had 2. One residence had unapproved refuse storage, another had exposed garbage and other large rubbish, the vacant building had high weeds, and lumber on the ground. Both food businesses had exposed garbage and animal food on premises. One lot had 2 abandoned autos and the other had 6 abandoned appliance and active burrows. The business had 3 inactive structural entries.

One you have marked in all the information on the enclosed form, total your sheet.

Lead Poisoning:

b. Repeat Test Referral Form

You have been informed that a class III child needs to have a repeat test. Read the basic information listed below, then read the section from the Medical Follow-Up Manual entitled "Procedure For Referring Overdue Moderate and High Rish Children To Health Aid (Screening) Department". Follow the instructions in this guide to fill out the enclosed form.

Basic Information:

The child, Robert J, Kronker, is 5 days overdue for his repeat test. Born on April 15, 1977, he lives at 33 Homes Ave. Dorchester, 3rd. floor 02122, but the phone number is incorrect. His mother's name is the same and her first name is Margaret. He was tested at Bowdoin St. Health Center (000). His most recent test was 4/20/80 with an FEP of 110+ and PB of 39 Class III. Fill in all information and make sure form is ready to be processed by next person.

C. Bring in any form you use in your job with all necessary data or information and fill it in.

Exercise 2:

Bring in at least three forms either from your work or personal life that you need to fill out. Read the 10 Tips, gather and organize your information and bring it in. (Possible forms could be your income taxes, credit applications, job applications, etc.) Go over these with the instructor so that you've met the Goals.

Exercise 3:

Choose any three of the following forms exercises, read the 10 Tips, complete the forms and discuss them with your instructor.

Reading Acheivement

Saving Your Money, p. 1-16
Paying Your Bills, P. 17-33
Buying On Credit, P 34-47
Individual Income Taxes, P 127-133

Reading Performance

You Need a License, P, 158-165
Completing Job Applications, P. 47-54

Reading Competence

You are a Consumer, P. 164-180

Forms In Your Future

Appendix F

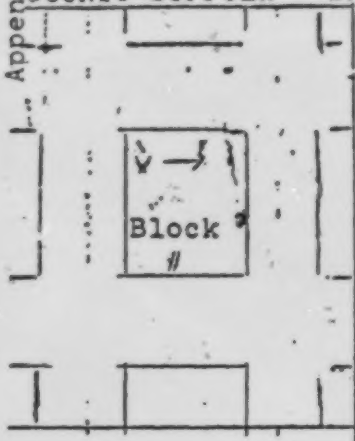
FORM A : DEPARTMENT OF HEALTH AND HOSPITALS - CITY OF BOSTON
BEHIP- RODENT CONTROL PROGRAM
BLOCK RECORD - EXTERIOR SANITATION & RAT SURVEY

TARGET AREA ____________
PAGE ___ OF _____

CITY OF BOSTON
COUNTY-SUFFOLK

DATE ______ INSPECTOR (s) ______

BLOCK # ______



	PREMISES INFO.							RAT FOOD			RAT HARBORAGE							ACTIVE RAT SIGNS					Inactive Rat Signs		
	Residential	Business & Residential	Business	Vacant Lot	Food Business	Vacant Building	# of Dwelling Units	Unapproved Household Refuse Storage	Exposed Garbage	Animal Food	# of abandoned automobiles	# of abandoned appliances	Lumber (if over 15 sq yd and less than 12" off ground)	Other Large Rubbish	Dilapidated Out buildings	Dilapidated Board fences & Walls	Weeds & grass over 12" high	Any Active Rat Signs	Active Burrows	Active Sewer on Premises	Active Structural Entry Below	Other Active	Inactive Structural Entry Below	Inactive Sewer on Premises	
1.																									
2.																									
3.																									
4.																									
5.																									
6.																									
7.																									
8.																									
9																									
10.																									
Sheet Totals																									
Block Totals																									

161

162

PROCEDURE FOR REFERRING OVERDUE MODERATE AND HIGH RISK CHILDREN TO THE HEALTH AID (SCREENING) DEPARTMENT

On many occasions it becomes necessary for us to refer high and urgent risk children who are overdue for a repeat test to the Health Aid (Screening) Department. To insure that this referral system works in an efficient and effective manner, certain specific procedures should be followed. First, wait until the child is 7 to 14 days overdue for a repeat test. Then do the following:

1. If the child has been tested within the last 6 months go to step 2. If no telephone number is listed, call information and attempt to get the number. If a telephone number is listed in the patient register, then call the parents. If telephone number has been changed, attempt to get a new number. If no one is at home, make at least 1 additional daytime and 1 evening call. When contact is made, check to insure that we have the correct address and if not get the new address. Also inform the parents that their child is overdue for a repeat lead poisoning test and that a person from the Lead Poisoning Center will be coming out to their home to do a fingerstick blood test in a week or two. Update the patient register with any new information that you have obtained.
2. Before making out the referral form, check the "normal" blood card files to see if the child in question has had a more recent test than is indicated on the patient register (theoretically this should never happen). If a more recent test is found, update the patient register and if a

referral is still necessary go to step 3.

3. Check the blood card (if you have found one) from the "normal" file and see if the name, address, phone, etc. is the same as is on the patient register, and if not, update the patient register with the new (correct) information.

4. If a blood card is in the patient folder, check it to insure that the information was properly and accurately updated onto the patient register. Update the patient register with the correct information if appropriate.

5. Check the patient register and any other information in the patient folder to see if there is any reason that you should not refer this child to the Health Aids. For instance:

a. If it was previously referred to Health Aids and they confirmed that a child had moved.

b. If a parent had previously refused to have his/her child tested by our Health Aid and been otherwise belligerent, etc.

c. Child is over 6 years old and belongs in the inactive file.

d. Other reasons.

6. Fill out a referral form for the Health Aid (Screening) Component. Every item on the form must be filled in. Record the information exactly as it is on the patient register and/or blood card. Be sure to put the child's risk category (moderate, high or urgent) on the

3.

top of the form.

7. Make a copy of referral form for the patient register and give the original to the Health Aid Coordinator.

8. If at any time after a child ahs been referred to the Health Aid Coordinator a blood test or new informtion on the child's name or address is received from any source other than the Health Aids, a cancellation or change of the referral must be issued by 5:00 p.m. of the day on which the test results or new information was received. A cancellation of a referral is made by writing "CANCEL" in bold dark print on the face of the referral copy that was left in the patient register and giving it to the Health Aid Coordinator.

Appendix F

REPEAT TEST REFERRAL FORM

Case ID #	Child's Initials F M L	H.A.'s Initials F M L	Activity Source	Health Provider code	Referred by F M L	Date referred	Action Requested
			HAD				

Child's Last Name	Child's First Name	MI.	Birth Date

No.	Street address	Apt. No.	City section	Zip code

Parent's Last Name	Parent's First Name	Home Phone	other Phone

	Date	FEP	Pb	Class
Most recent test:				

HEALTH AID ACTION

Visit #	Date	Health Aid	Result	Comments

Date	Activity code	
	370	Child tested by Health Aid.
	371	Child already tested by other health provider: ______
	372	Child scheduled for test by other health provider: ______
	380	Unable to contact parents in at least 6 home visits.
	381	Parents refused to allow child to be retested.
	382	Parents say they will have child retested by other health provider: ______
	390	Moved, new address unknown.
	391	Moved out of the city.
	392	Wrong address, correct address unknown.
		Other impediment: ______

Forms Folder

Any forms and applications in the folder. (These change constantly as instructors find new resources)

Learning Situation - Creation/Revision of Forms

You know that form that you curse each time you see it because it really does fit your needs, well you can change or throw it out and start from scratch. Perhaps it can even be used directly on the job if your co-workers agree.

Here is the way to go about revising or creating a form?

(1) Read in Writing That Works, the section on "Creating Business Forms" pg. 296-303.

(2) Determine what you need on the form.

(3) Design the form.

(4) Develop a draft form, show it to your instructor and co-worker for feedback.

(5) Use that feedback to do your revisions and editing.

(6) Prepare your second draft, again get feedback from instructor and co-workers .

(7) Make any further changes.

(8) Prepare it to be reproduced. Here you should talk to one of the secretaries to get their input on typing and reproduction information.

(9) Make your directions to the secretary clear, concise and readable, so that it can be produced for reproduction and dissemination.

Learning Activity 2 --

Charts:

Charts can be very helpful in organizing information in simple way both for the user and interested reader. Reading them demands attentio to detail and ability to draw conclusions. Charts compare at least two factors in an issue and how they are related.

Tip for Reading Charts:

(1) Examine the chart. Identify title, all categories listed, how the information is organized, what is being composed, and how the factors being compared are related.

(2) Determine what type of chart it is and why information was presented in this style. (line, bar, pie, picture, organizational)

(3) Look at all the details.

(4) Ask yourself, what is the author trying to say, what point is he/she making?

(5) Use your own knowledge and experience to ask questions about the chart and test its validity.

Exercise 1:

You should read and analyze at least two charts of different types.

Appendix F

(1) a. Look over the chart onclassification of Lead Poisened Children and the necessary Diagnostic Evaluation and Follow-Up.

(1) What three factors are being compared in this chart?

(2) If you have a Class III child, what diagnostic evaluation must be done?

(3) How soon must this Class III child be attended to?

(4) What type of follow-up is necessary for the Class II child?

(5) When can a Class III or IV child be follow-up by a fingerstick?

(6) A Class IV child would have what FEP and OB levels? ________and ______________

(7) How soon after a Class IV initial diagnosis, should a full diagnostic evaluation be done? ____

(8) For a Class I child, who is 2 years old, how often should Follow-Up tests be done? ____________________________

(9) If a child had a FEP of 205 and a PB of 37, what class would he/she be? _________

(10) What range of FEP and PB levels determine a class I status?

Exercise 1-b:

Examine the BEHIP Organizational Chart January 29, 1978. An organizational chart is a directional chart. Blocks are arranged to show the sequence of the line of authority in the organization. Titles of people or departments are placed in the boxes. Reading is from top to bottom. Equal functions are drawn from left to right. Direct relationships are shown in solid lines between boxes, indirect relationships by broken lines.

Reading from the top, answer the following questions:

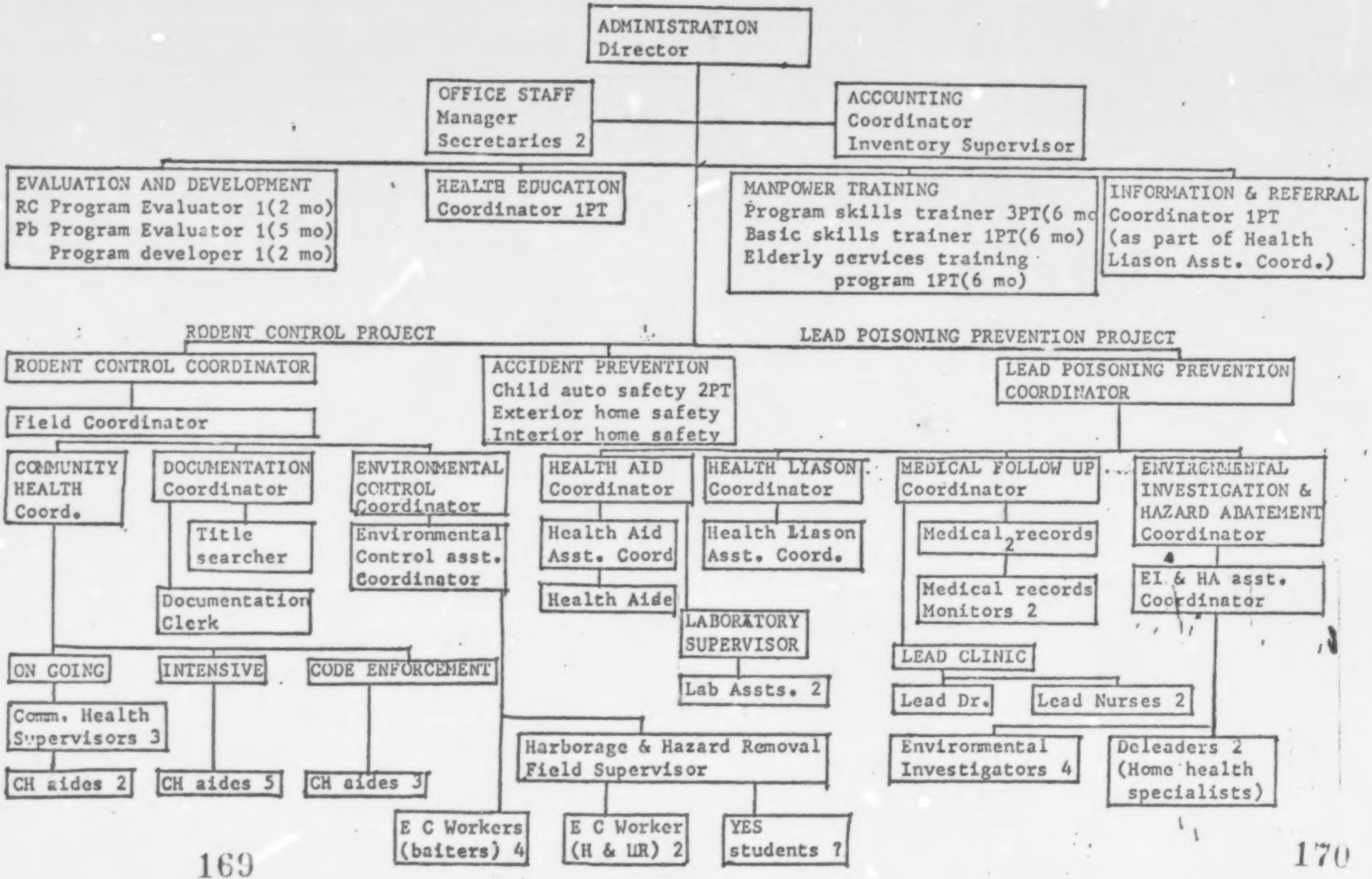
(1) According to the chart, Office Staff and Accounting have ________ functions.

(2) In the Rodent Control Project, the Community Health Coodinator is directly responsible to the ____________________________, who is directly responsible to __________________ ____________ ______________.

(3) Again, the Rodent Control Project, what 2 jobs titles are responsible to the Documentation Coordinator? ________________________________
____

Appendix F

CURRENT BEHIP COMPONENTS AND STAFF JANUARY 29, 1978


ADMINISTRATION Director
OFFICE STAFF Manager Secretaries 2
ACCOUNTING Coordinator Inventory Supervisor
EVALUATION AND DEVELOPMENT RC Program Evaluator 1(2 mo) Pb Program Evaluator 1(5 mo) Program developer 1(2 mo)
HEALTH EDUCATION Coordinator 1PT
MANPOWER TRAINING Program skills trainer 3PT(6 mo Basic skills trainer 1PT(6 mo) Elderly services training program 1PT(6 mo)
INFORMATION & REFERRAL Coordinator 1PT (as part of Health Liason Asst. Coord.)
RODENT CONTROL PROJECT
LEAD POISONING PREVENTION PROJECT
RODENT CONTROL COORDINATOR
Field Coordinator
ACCIDENT PREVENTION Child auto safety 2PT Exterior home safety Interior home safety
LEAD POISONING PREVENTION COORDINATOR
COMMUNITY HEALTH Coord.
DOCUMENTATION Coordinator
Title searcher
Documentation Clerk
ENVIRONMENTAL CONTROL Coordinator
Environmental Control asst. Coordinator
HEALTH AID Coordinator
Health Aid Asst. Coord
Health Aide
HEALTH LIASON Coordinator
Health Liason Asst. Coord.
LABORATORY SUPERVISOR
Lab Assts. 2
MEDICAL FOLLOW UP Coordinator
Medical records 2
Medical records Monitors 2
LEAD CLINIC
Lead Dr.
Lead Nurses 2
ENVIRONMENTAL INVESTIGATION & HAZARD ABATEMENT Coordinator
EI & HA asst. Coordinator
Environmental Investigators 4
Deleaders 2 (Home health specialists)
ON GOING
INTENSIVE
CODE ENFORCEMENT
Comm. Health Supervisors 3
CH aides 2
CH aides 5
CH aides 3
Harborage & Hazard Removal Field Supervisor
E C Workers (baiters) 4
E C Worker (H & HR) 2
YES students 7

(4) In the Rodent Control Project, who are the E.C. workers (baiters) workers responsible to? ______________________________

(5) In the Lead Poisoning Prevention Project, what job titles are responsible to the Medical Follow-Up Coordinator.

(6) What is the line of responsibility (form top to bottom) in the Environmental Investigation and Hazard Abatement Department.

(7) Who is the Lead Poisoning Prevention Coordinator responsible to?

(8) According to the chart, do Evaluation and Development, Health Education, Manpower Training, and Information Referral have equal functions? Why or why not?

(9) What 3 job titles are subsumed by Manpower Training?

(10) What are two significant differences between this organization chart (1/29/78) and the current functioning of OEA?

Exercise 2:

Another way to learn how to utilize charts is to work on some of the following exercises.

a. A good but difficult reading on this subject is Basic Technical Writing, pgs. 206-210.

b. Do at least two of the following exercises.

Reading Performance
Caring For Your Car, Pgs. 87-98
Monitoring Your Investments, Pgs. 99-112

Reading Acheivement
How Safe Is Your Home, Pgs. 48-61
American Labor Unions, Pgs 160-169

Reading Competence
Making Room For The Family Pg. 110-127

c. Bring in at least 2 charts that need to be read or utilized on your job. work on these with instructor.

d. Choose exercised from folder with module entitled "Charts." These are exercises developed on charts from a variety of sources (e.g. newspapers, magazine, books) by your instructor. Thes constantly change.

Learning Situation - Creation/Revision of Charts

Perhaps a chart that OEA uses needs to be updated. Is there a set of data or information that would be better or more efficeintly expressed in chart form? Then, revise or create your own chart.

Here is the way to go about revising or creating a chart:

(1) Read in Writing That Works, Chapter 15, "Creating Tables and Illustrations" to for a more difficult but alsomore highly technical discussion read in Basic Technical Writing, Chapter 13,"Graphic Presentation in Technical Writing."

(2) Determine what you need to express in the chart and how the factors are related.

(3) Gather and organize all of your information.

(4) Design the chart (follow the tips listed on pps 305-306 in Writing That Works).

(5) Develop a draft, show it to your instructor and co-workers for feedback.

(6) Use feedback for editing and revising.

(7) Prepare your second draft, again get feedback.

(8) Make any further changes.

(9) Prepare it to produced. Talk to a secretary for input on typing and reproduction. (You may want to produce it on a large scale for convenience, then have it "reduced" at a printers or copy shop)

(10) Make your directions to the secretary clear, concise and readable, so that it can be reproduced for reproduction and dissemination.

Graphs and Tables:

Graphs and Tables are generally used to express numbers and their relationships. Sometimes a basic knowledge of Algebra or statistics is needed to decipher the comparison of the information many economic issues such as rising food prices and their effect upon your buying power and expressed in graphs and tables.

Learning Activities:

a. Bring at least 2 graphs and or tables used at OEA and all the needed data or information and you will complete these with your instructor.

b. In order to understand how to utilize graphs and tables you can do at least 2 exercises from the folder entitled Graphs and Tables. This is full of examples taken from the agency, newspapers, books, magazines and other sources with questions and activities developed by the instructor. These materials constantly change.

Learning Situation: Creating/Revising Graphs and Tables

Perhaps there are instances at OEA where information would be better illustrated, if it was presented in a table or graph. Often times reports to funding sources, public education materials or technical reports need this type of illustration. Find at least 2 examples where OEA information could be better represented in a revised or new table or graph.

Here is the way to go about revising or creating a table or graph.

(1) Read in Writing That Works, Chapter 15, "Creating Tables and Illustrations" or for a more difficult but also more technical discussion read in Basic Technical Writing, Chapter 13, "Graphic Presentation in Technical Writing".

(2) Determine what you need to express in the table or graph and how the factors are related.

(3) Gather and organize all of your data or information.

(4) Design the table or graph. (Follow the tips listed on Pg. 305-306 in Writing that Works)

(5) Develop a draft, show it to your instructor and co-workers for feedback.

(6) Use feedback for editing and revising.

(7) Prepare your second draft, again get feedback.

(8) Make any further changes.

(9) Prepare it to be produced. Talk to a secretary for input on typing and reproduction. (You may want to produce it on a large scale for convenience, then have it "reduced" at a printer or copy shop)

(10) Make your directions to the secretary clear, concise, and readable, so that it can be produced for reproduction and dissemination.

Maps:

At OEA, many of the field workers must use maps in order to accomplish their work and record their results. Maps of Boston are hard to read because of the confusing street layout. Reading a map takes great attention to detail.

Learning Activity:

a. Take any two maps used at OEA for various purposes, bring them with all data or information needed to utilize them to your instructor and an assignment will be developed

b. Do any 3 activities in the folder entitled "maps" with this module. These are all maps designed for various purposes with questions and activities attached. They consist of milage maps, street maps, road maps, geographic maps etc. that span the range of map usage.

Learning Situation: Revising Maps or Creating Simple ones

Maps often have to be revised to reflect the changing environment, streets change, buildings get razed, new construction is built. Perhaps at OEA there are maps that need up dating. Simple maps may need to be constructed for orientations, etc. The design of a major map such as a city or state map demands the highly technical skills of a cartographer. Don't be alarmed if you have difficulty creating a complex map. If you want to revise a current map or create a simple one, follow these directions.

1. Read Writing That Works, Chapter 15, "Creating Tables and Illustrations" especially pages 322-323, or for a more difficult but also more technical discussion read in Basic Technical Writing, Chapter 13, especially pages 201-205.
2. Determine what you need to revise or create the map.
3. Gather and organize all of your data or information.
4. Design the map following the directions from your reading.
5. Develop a draft, show it to your instructor and co-workers for feedback.
6. Use feedback for editing and revising.
7. Prepare your second draft, paying close attention to detail, scale, accuracy and again get feedback.
8. Make any further changes.
9. Prepare it to be produced. You may need to talk to a secretary for input and typing and reproduction. You may want to produce it on a large scale and have it "reduced" at a printer or copy shop.
10. If someone else is helping you to prepare it for reproduction such as a secretary, make your directions clear, concise and readable.

Directories and Indexes:

As in any agency, directories are needed for organizational use and other listings. Indexes and directories must be used by the employee to obtain information. You don't really read these, just as you don't really read a telephone book. You scan it for specific information. Attention to detail, key words and categorizing are crucial. Your purpose is to locate information quickly.

Learning Activities:

a. In order to effectively use directories, you should develop the "speed reading technique" of Scanning. Read "How To Scan" in Skimming an Scanning and then do at least 3 of the following exercises

b. Go to the folder marked "Directories" in the module and find the instructions on Scanning and Key Words, read that and then any 3 exercises in the folder. These exercises are from a variety of sources, have instructor develop exercises with then and change constantly.

Learning Situation: Revising and Creating Directories

At OEA as with any agency, directories and indexes may need to be revised or created Find at least one situation where a directory or index needs to be created or revised.

Then follow the instructions to complete it.

1. Determine the information needed, its purpose and users.
2. Gather and organize all needed information and data.
3. Determine how you want to organize the directory (alphabetically, by department, by function, by title, cross-indexed, etc.)
4. Develop a draft show it to your instructor, co-workers or its potential users for feedback.
5. Use feedback for editing and revising.
6. Prepare your second draft paying close attention to detail, numbers, accuracy and again get feedback.
7. Make any further changes.
8. Prepare it to be produced, ycu may want to talk to one of the secretaries to get input on typing and reproduction.
9. Make directions clear, readable, and concise, so that it can be reproduced, disseminated and utilized effectively.

EVALUATION:

Reading and Utilization ---

For any part of the module that you took the reading and utilization part, go to the appropriate Post-Test, and complete it with at least 90% accuracy.

Creation and Revision ---

For any part of the module that you took the creation and revision part, the work that you produced will be evaluated against the stated Module Goals and assessed. This can also apply to Communication Cluster Competency L. For this will also be assessed according to the STANDARDS.

APPENDIX G

Letter of Agency Support

Appendix G

CITY OF BOSTON
DEPARTMENT OF HEALTH AND HOSPITALS
OFFICE OF ENVIRONMENTAL AFFAIRS

BOSTON
ENVIRONMENTAL
HEALTH
IMPROVEMENT
PROGRAM

RONALD R. JONES
DIRECTOR

June 20, 1980

Dr. Edwin J. Neumann
Senior Program Officer
Special Projects Program, C.S.C.E.,U.S.O.E.
Regional Office Building 3 Rm. 3717
400 Maryland Avenue S.W.
Washington, D.C. 20202

Dear Dr. Neumann:

As Director of the Office of Environmental Affairs (OEA) I am writing this letter of support for the College of Community and Public Service at the University of Massachusetts' Special Community Service and Continuing Education Grant Application in the hope of continuing a much needed and desired training program already underway within our organization.

Working closely with the Training Development Program (TDP) over the last seven months the OEA staff has developed a strong sense of commitment to the program and is extremely enthusiastic about the unique opportunity the program offers to upgrade skills specifically geared toward their job responsibilities and their career mobility. The planning and development incorporated all details of OEA operations and produced a highly personalized format of instruction dealing in a very precise fashion with the needs of OEA staff, providing them with an opportunity of not only becoming more productive employees but of developing a better, more confident feeling about themselves. Indeed, the TDP staff has fostered a real attitude of group "proprietorship" and a sense of active participation on the part of OEA employees. This is a result of the great rapport, trust and support brought by the TDP staff and the consistent confidentiality, feedback and quality of output that has characterized each step of the project.

Most OEA employees have never attended college. This college based experience in adult education plus the benefit of transferring knowledge gained into University of Massachusetts competencies/credits is a definite advantage of this program.

The long hours that the TDP and OEA staff have put into making this a high quality, task oriented training and educational program, can with further refinement, through implementation during the coming year, be utilized for the development of a comprehensive Environmental Health Program for the City of Boston, but also as the basis of the establishment of a regional training center for environmental health workers.

LEAD POISONING PREVENTION (617) 424-5965 : NEIGHBORHOOD IMPROVEMENT PROJECT (617) 424-5935 818 HARRISON AVENUE, BOSTON, MA. 02118

The TDP program is at a crucial point in its very successful development; is an integral part of our plans for program and staff development in environmental health, and is extremely important to both the futures and morale of the staff of OEA.

I strongly urge your approval of the uninterrupted continued funding of this most valued program.

Sincerely,

Ronald R. Jones

APPENDIX G

Letter of Agency Support

BOSTON
ENVIRONMENTAL
HEALTH
IMPROVEMENT
PROGRAM

CITY OF BOSTON
DEPARTMENT OF HEALTH AND HOSPITALS
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Sincerely,

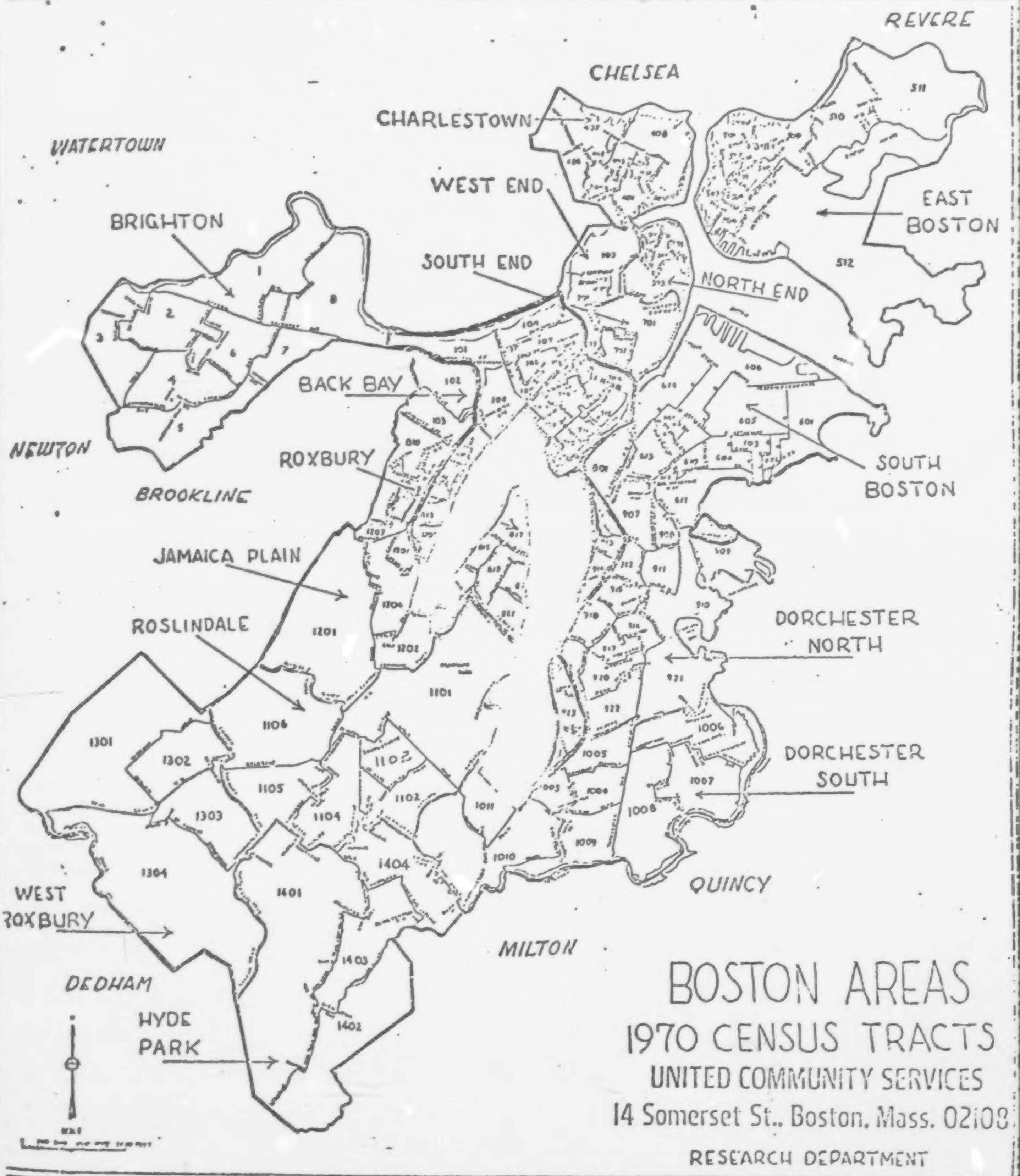
Ronald R. Jones

APPENDIX H

OEA Target Area

Map of Area of Greatest Concern

APPENDIX H


REVERE
CHELSEA
CHARLESTOWN
WATERTOWN
WEST END
BRIGHTON
SOUTH END
NORTH END
EAST BOSTON
BACK BAY
NEWTON
ROXBURY
SOUTH BOSTON
BROOKLINE
JAMAICA PLAIN
ROSLINDALE
DORCHESTER NORTH
DORCHESTER SOUTH
QUINCY
WEST ROXBURY
MILTON
DEDHAM
HYDE PARK
1201
1101
1106
1301
1302
1102
1105
1104
1303
1011
1010
1304
1404
1401
1403
1402
1006
1007
1008
1005
1009
BOSTON AREAS
1970 CENSUS TRACTS
UNITED COMMUNITY SERVICES
14 Somerset St., Boston, Mass. 02108
RESEARCH DEPARTMENT

— Overall Rodent Target Area
▨ Active Target Area
Lead Target area = Total City of Bost

MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH

Edited by
Jonathan E. Fielding, M.D., M.P.H.,
and Pearl K. Russo

ZONES OF EXCESS MORTALITY IN MASSACHUSETTS

C. David Jenkins, Ph.D.,
Robert W. Tuthill, Ph.D., Saul I. Tannenbaum
and Craig R. Kirby, M.S.

In the *Report of the Sanitary Commission of Massachusetts, 1850,* Lemuel Shattuck compared mortality rates for earlier years in urban Boston and in country towns with those reported from England. Shattuck's detailed report showed that the country towns had mortality rates comparable to the healthiest districts in England. Boston, however, had rates comparable to those of London, where the average life expectancy was shorter by eight years than that of England overall.*

The study reported below addressed the same issues for the early 1970's with particular reference to the social and demographic correlates of excess mortality by selected causes in 39 areas of Massachusetts.

Methods

Using data from the Office of Health Statistics of the Department of Public Health, we analyzed all deaths occurring in Massachusetts during 1972 and 1973 according to geographic units in the Commonwealth. Census tracts within Boston and townships in the rest of the state were combined into 39 areas congruent with the definition of Mental Health Catchment (MHC) areas by the National Institute of Mental Health (NIMH). Standardized mortality ratios (SMR's) adjusted for age and sex were calculated by standard technics on the basis of the statewide mortality experience for specific causes for the same years. Mortality was attributed to the usual residence of the decedents (their home address), not to the place where death occurred.† The Mental Health Demographic Profile System (MHDPS) developed by NIMH was used to determine detailed characteristics of the demographic, social, economic, educational and family-structure aspects of the areas surveyed.

Results

Rank-ordering of the standard mortality ratios fo the 39 MHC areas of Massachusetts revealed that on area, MHC Area 602, including most of Roxbury an North Dorchester, plus parts of the South End an Back Bay, stood out as the district with the greates excess mortality. Ranking second was MHC Are 605, adjacent to MHC Area 602 and including portions of the South End, South Boston and North Dorchester. The findings, shown in Figure 1, justify th use of the term "excessive death zone" for Area 60 and to a lesser extent for Area 605. MHC Area 60 ranked highest in excess mortality for 17 of 34 specif independent causes of death, for two of four combined categories, and for total mortality.‡ Maj causes of deaths for which this area experienced mortality ratio two or more times that of the Commonwealth as a whole include combined respirator diseases, infectious and parasitic diseases, cancer the esophagus, sequelae of mental disorders, "oth forms" of heart disease, diseases of the veins, pne monia and other respiratory diseases, cirrhosis of t liver, diseases of the digestive system, perinatal mo tality, deaths due to fires and flames, homicide a other injuries. For total mortality, Area 602 was e treme for both 1972 and 1973, as shown by its "outer" position in Figure 1. This area was not, howev an excess mortality zone for all maladies, with low than expected rates for cancer of the breast, uter (excluding cervix), bone, skin and connective tiss and kidney. It also had relatively few influenza dea and fatal motor-vehicle and transport accidents.

The overall 28 per cent total excess mortality served in the 1972-1973 biennium in MHC Area amounts to 652 excess deaths as compared to wh would have occurred if statewide rates had prevail If, however, one uses the low mortality rates of suburban Newton–Weston–Wellesley MHC Area, cated only 16 km away from Area 602, one would pect only 1896 deaths instead of 2979. The inferen then, is that 1083 of the area's deaths in the bienni were "excessive" by this standard. Further infor tion is needed before one can determine how many these deaths might have been prevented.

Sociodemographic data for this area in which th excessive death rates occurred reveal these charac istics of the population: Area 602 had the lowest dian income and greatest percentage of families liv in poverty (by Census Bureau criteria). Persons 65 years of age are particularly poor in this area; employment and underemployment are rampant, the male residents who are employed are mainl

---

*Shattuck L: Report of the Sanitary Commission of Massachusetts, 1850. Cambridge, Harvard University Press, 1948.

†A sample of 200 recent death certificates from Boston City Hospital, located in the midst of Area 602, was examined for the addresses attributed to the decedents to preclude the possibility that death was attributed to the place of death rather than to the person's usual residence. In no case was the hospital, rather than the residence, given as the place of death.

‡For more detailed information order NAPS Document 03037 ASIS/NAPS c/o Microfiche Publications, P.O. Box 3513, Grand C Station, New York, NY 10017. Remit, in advance, $3 for each micro copy reproduction or $5 for each photocopy. Outside the United Sta Canada, postage is $3 for a photocopy or $1 for a microfiche. Make payable to Microfiche Publications.

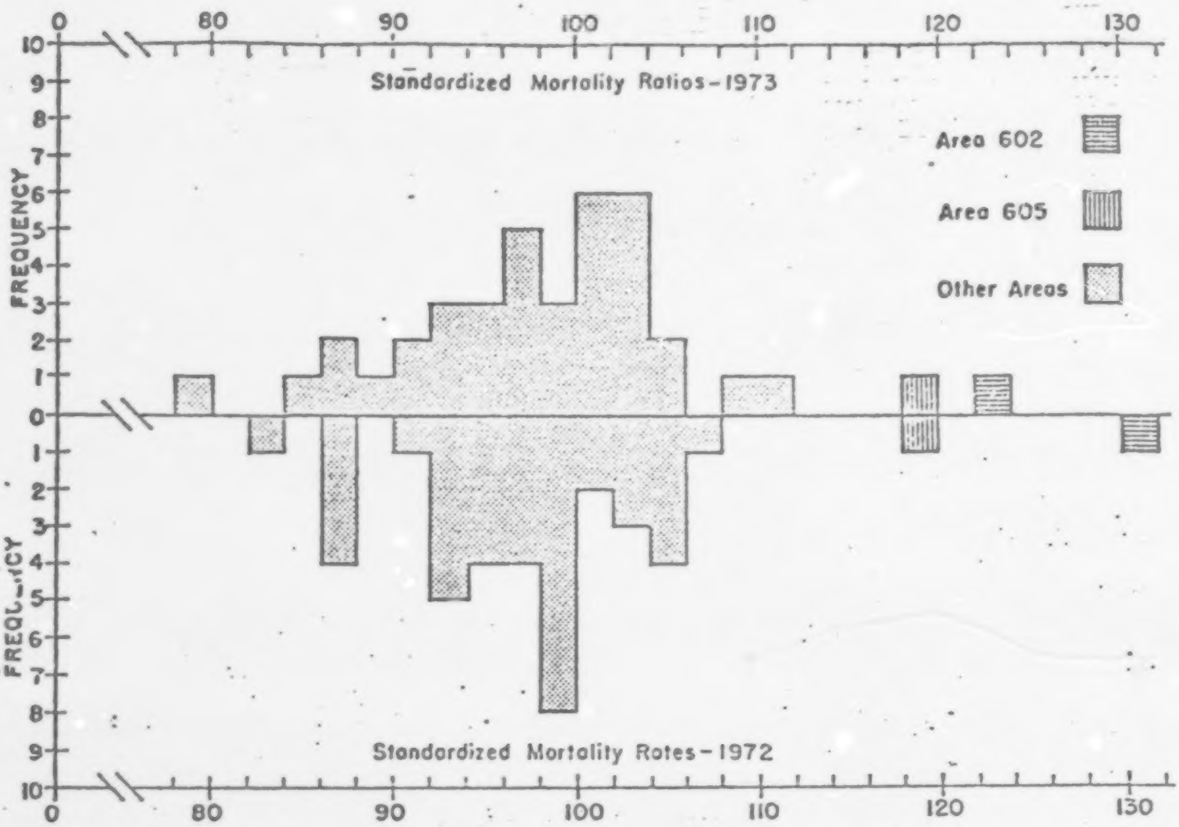


Figure 1. Distributions of Age-Sex Standardized Mortality Ratios for 39 Mental Health Catchment Areas in Massachusetts for 1972 and 1973.

low-status jobs. The area also contains the highest percentage of blacks, other nonwhite persons and Spanish-Americans. It is an area of multiple-unit dwellings, which, in comparison with other Massachusetts MHC areas, has a smaller percentage of husband-wife households, relatively fewer children under the age of 18 living with both parents and more teen-agers (14 to 17 years of age) who are not in school. The area also has a high proportion of persons 25 years of age and over who are not currently married, and a relatively low proportion of males. Disabled persons under the age of 18, not in institutions, live here in higher percentages than elsewhere. Overcrowding and substandard housing are common, but, paradoxically, the proportion of one-person households is the highest in the State. The transiency rate among whites is high. The residents of this area, however, possess noteworthy sociocultural assets, which, in too many cases, seem to be outweighed by a damaging environment.

In brief, a composite picture of the social ecology of MHC Area 602 is one of severe economic deprivation, poor housing, a mixture of overcrowding and loneliness, family breakdown, personal disability and social instability. Much of the population is in a "minority status" in terms either of racial-ethnic background, marital status, occupation and extremes of age or of living arrangements.

To respond to the question of whether this is merely an exceptional coincidence or part of an orderly relation, we calculated rank-order correlation coefficients (Kendall's tau) between the rankings of the 39 MHC areas on total mortality and their rankings on the sociodemographic indicators. In essence, this procedure asks whether the "line-up" of the areas on sociodemographic indicators is predictive of their "line-up" in terms of excess mortality in 1972-1973. Seventy-six of 131 correlations were statistically significant at or beyond P = 0.05. The significant social indicators reflect primarily the characteristics of economic deprivation and social disorganization wherein Area 602 is extreme. These findings suggest that the extreme mortality rates in the areas described are unlikely to be the result of chance, but are part of a biosocial gradient, with lesser degrees of social deprivation tending to be accompanied by lesser rates of mortality.

DISCUSSION

Attempts to bring together data from different public agencies are often beset by major technical problems such as incompatible systems of data storage and different time and geographic frames. The present study demonstrates, however, that when such problems are overcome, merged resources can yield valuable information of social consequence. The information used here had common elements in the 1970 United States Census and served as benchmarks for quality control of the merging of data from the Department of Public Health's Office of Health Statistics and from the Mental Health Demographic Profile System of the National Institute of Mental Health.

The findings of these analyses call for public action appropriate to the seriousness of the problem. The number of excess deaths that have been occurring in the highest MHC each year is considerably larger than the number of deaths occurring in localities that the United States government designates as natural disaster areas. The term "disaster area" or "excess death zone" can therefore be applied to Massachusetts Area 602 and to a lesser degree to Area 605. This designation probably applies as well to numerous other severely deprived inner-city areas in large urban centers throughout the country.

The limitations of the present sources of data call for further investigation before factors responsible for excess mortality in these death zones can be identified and effective prevention planned. The present data do not identify the specific kinds of persons who have excessive risks of death; they only point out the geographic areas where residents are succumbing at an increased rate. Investigators must determine which specific subgroups within the population are contributing to this excess. Intervention programs would be quite different if the excess was occurring among the very young, the middle-aged or the elderly. The next step is to ascertain the extent to which the excess mortality results from the fact that more people are sick in the high-risks areas, and the extent to which it results from an average number of sick people having a higher rate of fatality. These two circumstances would dictate quite different approaches to medical care — the former calling for increased attention to prevention, and the latter to increased effectiveness of curative medicine.

In addition, the "drift hypothesis" needs to be addressed. This hypothesis argues that persons in poorer health and those with fewer economic resources move into economically deprived zones and establish residence after their health has declined markedly. Several of the above questions can be answered by retrospective study of the social and medical histories of recent fatalities. But a much more reliable assessment of the process could be achieved by a morbidity survey based on a representative sample of the population of death zones and contrasting areas.

Priorities for intervention in these disaster areas are difficult to determine. Will it be most effective to intervene economically, educationally or in terms of medical care? A considerable resource of high-quality medical services is available in and near these high-mortality areas. It is possible, however, that the medical resources have not been made sufficiently accessible to the population or are not appropriately used by it. The apparently complex tangle of economic, social and health problems in these "zones of death" suggests that the simple infusion of additional medical-care resources may not be adequate to get to the roots of the problem. The intensity and complexity of the problem require a comprehensive economic, educational, environmental and social program to provide basic movement to a long-term solution.

CORRESPONDENCE

Letters to the Editor are welcomed and will be published, if found suitable, as space permits. Like other material submitted for publication, they must be typewritten in double spacing (including references), submitted in duplicate, must not exceed 1½ pages in length and will be subject to editing and possible abridgment.

CEA IN DIAGNOSIS OF JAUNDICE

To the Editor: In their letter to the editor of the *Journal* (N Engl
Med 296:341, 1977), Drs. Lobe and Martin assert, "In appropri
ately selected jaundiced patients, CEA determinations predict ne
plastic or benign disease with greater probability than any other d
agnostic method at present, with the possible exception of bod
EMI scanning." They referred to a CPC (N Engl J Med 295:49
1976) presenting the case of a 62-year-old woman with recurre
obstructive jaundice and cholangitis. After an extensive work-u
laparotomy showed an adenocarcinoma involving the major hepa
ic and common bile ducts. The authors of the letter state that "th
preoperative CEA value of 8 ng per milliliter in this case was i
portant in predicting neoplasia" and imply that much of the $1,0
preoperative evaluation might have been avoided if more attent
had been paid to the result of the CEA assay. They refer to th
own unpublished data indicating that such patients with beni
disease have CEA levels less than 3 ng per milliliter and state tha
value higher than 4 ng per milliliter suggests a diagnosis of cance

We agree that CEA levels may help to distinguish between m
lignant and benign jaundice; we are concerned, however, that ar
trary use of the cutoff point at 3 to 4 ng per milliliter suggested m
lead some *Journal* readers to a false diagnosis of "cancer" in some
teric patients with CEA levels above 4 ng per milliliter.

Studies by our and other laboratories have reported eleva
CEA levels in patients with a variety of benign hepatocellular m
adies.[2-4] We showed that 15 of 29 patients with benign obstruc
jaundice had CEA levels higher than 2.5 ng per milliliter.[3] Th
levels correlated significantly with serum bilirubin and returne
normal after surgical relief of the obstruction. It is important
all four patients with coexistent nonmalignant cholangitis had
rum CEA's higher than 5 ng per milliliter, including two postop
ative patients with cholangitis and liver abscesses whose CE
were 8.9 and 10 ng per milliliter respectively.

My co-workers and I agree with Drs. Lobe and Martin that
preoperative CEA level of 8 ng per milliliter should not have b
ignored, but we also wish to emphasize that such a level is not
essarily diagnostic of neoplasia. Indeed, the purpose of our pa
to which they refer was precisely to point out that benign obs
tive jaundice itself may elevate the CEA level. The possibility e
that the level of 8 ng per milliliter in the CPC patient was due le
the production of CEA by the cancer than to the biliary inflam
tion and impaired excretion of CEA.

Drs. Lobe and Martin, whom I thank for their collabora
made available to us their unpublished data, which now inclu
jaundiced patients with benign obstructive disease proved at l

APPENDIX I

TDP Development and Administration Competency

IV. ORIENTATION - OJT

CLUSTER COMPETENCY C

TDP DEVELOPMENT AND ADMININSTRATION

COMPETENCY STATEMENT:

Demonstrating the five (5) generic capabilities, employee identifies, implements, oversees and evaluates the principles of TDP in-service program in a learning/work situation.

RATIONALE:

This is an extremely important and multifaceted function needed to consistency and quality in the TDP in-service program. Constant administrative work needs to be handled such as scheduling participants and modules, negotiating with agency for resources, and overseeing program implementation. In the instructional are, continuing work in self-assessment, training trainers, and instructing and negotiating with participants, must be done. Development of instructional materials, revisions in modules and assessment pieces must be on-going. Evaluation of TDP must be continuous in order to make needed changes in the program based on empirical evidence, agency and participant needs. In order for TDP to effectively continue all the above functions must be implemented.

STANDARDS:

(1) Employee must complete Competency Teacher Training and Implementation.

(2) Employee identifies and evaluates short term and long range training needs of agency and staff. (G. C1,2)

(3) Employee identifies training goals and needed resources.(G. C1,2)

(4) Employee organizes above data to design any needed aspects of TDP not in place. (G. C3)

(5) Employee implements administrative needs of TDP such as scheduling, negotiating with agency and coordination. (G. C4)

(6) Employee continues work in development of on-going self-assessment procedure. (G. C4)

(7) Employee conducts TDP, instructing participants and trainers as needed. (G. C4)

(8) Employee designs, and revises needed modules in TDP integrating necessary work-related and supplementary materials. (G. C4)

(9) Employee evaluates design of TDP and how it meet training goals and staff/agency needs. (G. C4,5)

Standards Con't

(10) Employee develops an assessment model for his/her performance in each of the above 9 areas and completes that model. (G. C5)

ASSESSMENT:

(1) -- Employee participates in self-assessment interview with TDP member bringing in model and documentation listed standards.

(2) -- Employee presents portfolio to TDP to completed agency work which meets above standards.

(3) -- Employee receives documented positive feedback through supervisor or observer rating.

-- Employee analyzes and responds to evaluations of in-service instruction completed by program participants.